



# KaziKidz

Teaching Material for Schoolchildren



# **KaziKidz Pre-Primary Teaching Material for Physical Education**

**A School Readiness Programme**

Resources for **Pre-Primary Teachers**

NAMIBIAN EDITION



UNESCO Chair on Physical Activity  
and Health in Educational Settings,  
University of Basel, Basel, Switzerland

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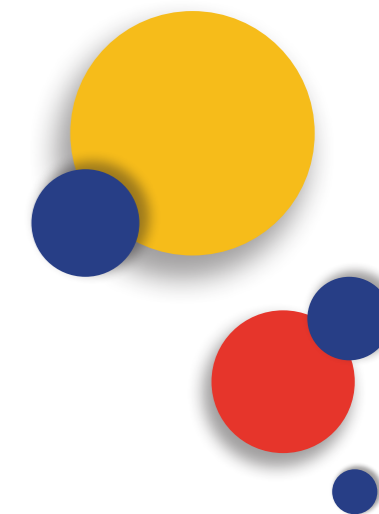
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# I How To Use This Book

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# III Prefaces



**Prof Dr Uwe Pühse**  
UNESCO Chair on Physical Activity and Health in Educational Settings,  
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Children love to move. They enjoy running, throwing, hopping, jumping, dancing to the music and having fun with other kids. Children learn through play, especially in the early stages of development. Promoting these processes is an elementary task of the school and especially of pre-schools. It is precisely in this phase of development that important physical, psychological and social experiences are made. So they must be part of any holistic educational effort!

However, this fact is often underestimated. Children are sometimes taught like smaller adults. And physical aspects of education are neglected - although there are clear findings from research. Movement and sport can have a positive influence on the learning and development of children, especially in early age!



This is where the present teaching material comes in. It provides teachers at this level with ideas and lessons which they can use directly in class without further preparation. Furthermore, the entire program aims to contribute to UNESCO's Sustainable Development Goals (SDGs), specifically to **SDG 3: 'Ensure healthy lives and promote wellbeing for all at all ages'** and **SDG 4: 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'**.



**Prof Dr Cheryl Walter**  
UNESCO Co-Chair on Physical Activity and Health in Educational Settings,  
Nelson Mandela University, Gqeberha, South Africa

Physical activity during pre-school years promotes healthy growth and development. It is associated with a healthy body composition, stronger bones and muscles, improved cardiovascular fitness, the development of motor skills, positive psychosocial health, and better concentration and cognitive performance. Physical activity should be fully integrated into the lives of young children to lay the foundation for a healthy and active life.

In economically poor and marginalized communities, schools are often the only spaces that afford children the opportunity to move and play in a relatively safe environment. School should therefore capitalize on the time children spend on the premises by providing Quality Physical Education lessons and an environment that promotes the free-play of children. Schools should be fun, happy places for young kindergarten children, where they can learn through play and experience joy through movement.

The *KaziKidz* lessons have been designed to assist and encourage teachers to provide educationally sound and age-appropriate Physical Education experiences for pre-primary children. They are easily implementable, especially in resource-scarce schools, and have been tested and evaluated by teachers and learners - with positive feedback. We trust the lesson material will be widely distributed and enjoyed by both teachers and learners.

**Cheryl Walter**

## III Prefaces



**Prof Dr Cilas Wilders**

Associate Dean School of Allied Health Sciences,  
University of Namibia, Windhoek, Namibia

Educating the whole child with regards to the physical, intellectual and psycho-emotional components should be the foundation of education. Physical Education (PE) is therefore part of the holistic development of learners, and is seen as part of public health that contributes to a healthy society. One can argue that education without PE is not proper education. Consequently, PE is the foundation of physical literacy of learners at school and enhanced functional capacity of individuals in the long run. PE together with school sports forms an important part of the development of children in Namibia and is an integrated part of inclusive education in Namibia.

Available study material for structured PE, aligned with the new revised curriculum, was much needed for the effective implementation of PE in Namibia. *KaziKidz* piloted the pre-primary program for some time in Namibia. It is an essential tool where physical literacy and health is integrated in one program for the foundation phase in inclusive education. Lifelong physical activity, as a lifestyle starts with daily PE for Namibian learners, provided by passionate teachers with applicable skills and material. Enjoy the journey and invest in the future of our learners.

**Cilas Wilders**



**Dr Ivan Müller**

Project Manager under the auspices of the UNESCO Chair,  
University of Basel, Basel, Switzerland

As Physical Education combines physical, mental and socio-emotional learning domains and is therefore suitable for assessing school readiness, the *KaziKidz* preschool curriculum developed here has three objectives:

- (1) Promoting physical activity, as physical activity has declined during the recent period, with vulnerable and low-income populations being the most affected;
- (2) Stabilizing learners' mental health, which also deteriorated during the last time; and
- (3) Promote the characteristics of Quality Physical Education (QPE) according to UNESCO criteria: satisfaction, frequency, diversity, inclusiveness and joyful content.

Finally, a data-driven research approach is also envisaged with the aim of this teaching tool to evaluate its effectiveness on Physical Education (PE) delivery and the physical and mental health of learners and teachers. In doing so, a data set will be developed to complement the teaching and learning content created here for the pre-primary level to support teachers in public schools in Namibia in promoting quality, learner-centered PE.

We wish teachers lots of fun and success with the *KaziKidz* teaching content for preschools.

**Ivan Müller**

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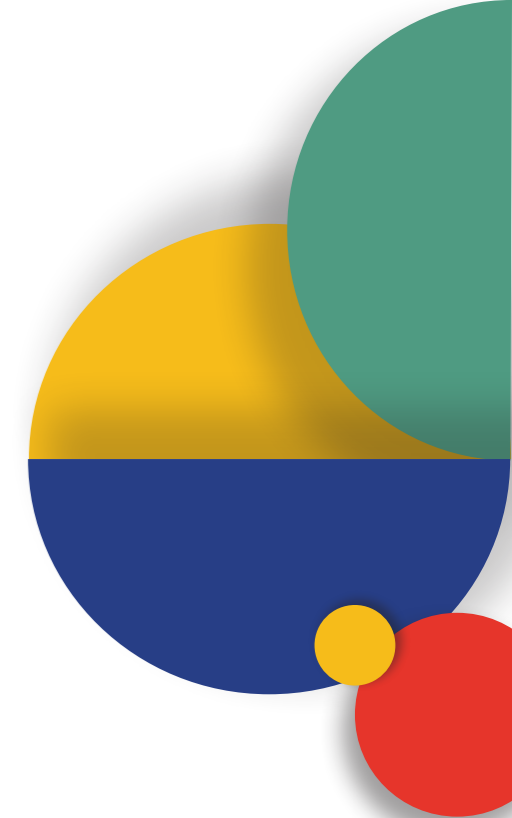
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## VI Abbreviations And Acronyms

<b>COPEC</b>	Council on Physical Education for Children
<b>DASH</b>	Disease, Activity and Schoolchildren's Health study
<b>FMS</b>	Fundamental Movement Skills
<b>LS</b>	Life Skills
<b>NASPE</b>	National Association for Sport and Recreation
<b>NSNP</b>	South African National School Nutrition Programme
<b>NTDs</b>	Neglected Tropical Diseases
<b>MVPA</b>	Moderate-to-Vigorous Physical Activity
<b>PA</b>	Physical Activity
<b>PE</b>	Physical Education
<b>QPE</b>	Quality Physical Education Programme
<b>SDG</b>	Sustainable Development Goal
<b>SLP</b>	Short Learning Programme
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>WHO</b>	World Health Organization





## VII Glossary Of Terms

Term	Definition
<b>Kazi and Thandi</b>	Mascots for the teaching content in Physical Education, Moving-to-Music and Health, Hygiene and Nutrition.
<b>KaziBantu</b>	With new and changing lifestyles driving societies towards inactivity and unhealthy habits, the <i>KaziBantu</i> programme, a specially tailored school-based intervention, aims to consolidate the practice of Physical Education and to ensure the physical literacy and healthy active living of schoolchildren and teachers in South Africa.
<b>KaziHealth</b>	Teacher's health promotion programme of the <i>KaziBantu</i> project.
<b>KaziKidz (Grades 1 - 7)</b>	Physical Education teaching material for pre-primary and the primary school level of the <i>KaziBantu</i> project.
<b>SDG 3</b>	'Good Health and Well-being': Good health is essential to sustainable development. SDG 3 takes into account widening economic and social inequalities, rapid urbanization, threats to the climate and the environment, the continuing burden of infectious diseases, and emerging challenges such as non-communicable diseases.
<b>SDG 4</b>	'Quality Education': Achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development. This goal ensures that all girls and boys complete free primary and secondary schooling by 2030. It also aims to provide equal access to affordable vocational training, to eliminate gender and wealth disparities, and achieve universal access to a quality education.

## 1 Introduction

Being physically active has the potential to contribute to the development of physical competence and fitness, as well as to the cognitive, social and emotional development of the child. Therefore, our schools are key in making a meaningful contribution to the recommended daily physical activity guidelines of the World Health Organization. Physical Education (PE) lessons play a critical role in holistic childhood education and development. To make a meaningful contribution to health at schools, it is important for PE classes to be conducted on a regular basis. Quality Physical Education (QPE) across all of the phases in school develops the skills, knowledge and values necessary for life-time physical activity participation.

In Namibia, PE lost its standalone status as a subject and became a component within a subject comprising different focal areas. Therefore, the quality of the subject may be diluted as it can be difficult for teachers to specialise in all the learning areas that make up the LS subject. In order to provide QPE, the United Nations Educational, Scientific and Cultural Organization (UNESCO) recommends that PE be presented at least two hours per week as a stand-alone subject. While the Department of Basic Education actively supports PE in the current curriculum, the human capacity to implement QPE programmes may be a challenge. It is for this reason that the *KaziKidz* Teaching Material was developed.

### 1.1 Why do children need physical activity?

The benefits of regular physical activity participation are significant. Physical activity is especially important for children and adolescents. UNESCO has identified PE as a fundamental right for everyone and not without reason: PE provides the only official setting which can inclusively support all children in being physically active. In disadvantaged communities, PE classes may be the only regular sessions of physical activity throughout their school week. Thereby, it directly contributes not only to the physical but also the cognitive, social and emotional development of schoolchildren. Recent research suggests a dose-response relationship, which refers to the amount, the type of activity, frequency, duration, and intensity of the activity.

Physical activity across all age groups is associated with a multitude of potential benefits, including:

- **Physical**  
Regulates and improves overall body function,  
Improves health-related fitness components:  
Cardio-respiratory endurance, muscular endurance/strength/flexibility, body composition.  
Improves physical appearance, decreases recovery time after injury or illness,  
Decreases risk of developing or dying from chronic diseases and,  
Improves motor development.

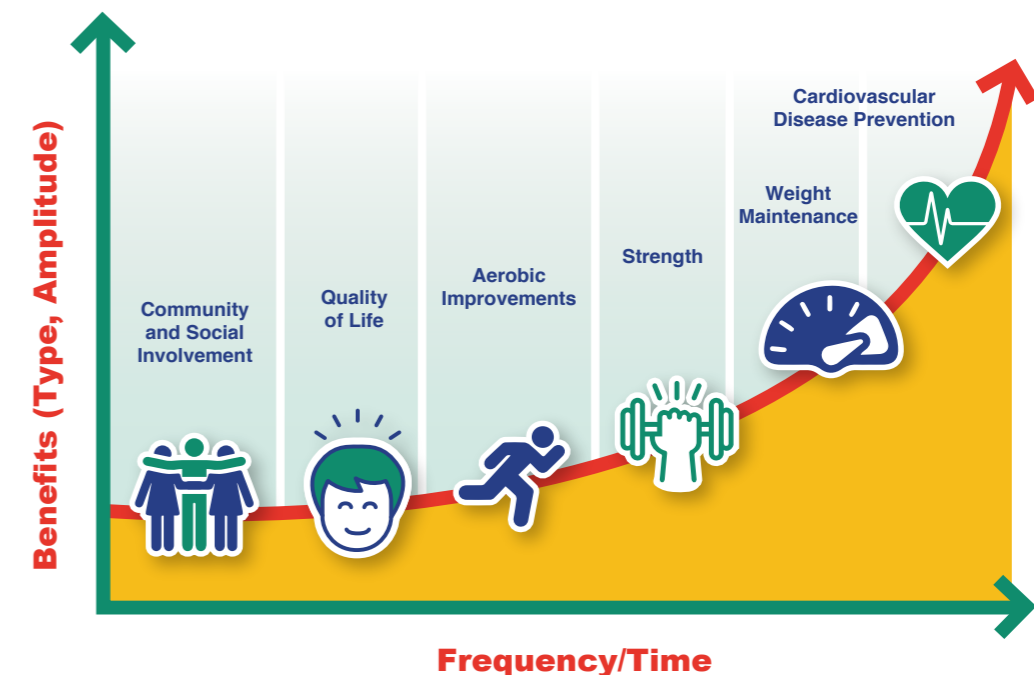


Figure 1. The multi-faceted dose-response curve of exercise (Smith et al., 2018)

• **Social**

Develops ability to work together (teamwork),  
Increases communication skills and develops understanding, tolerance, etc.  
Develops the ability to reach out to, understand and care about others and develops friendships.

• **Emotional**

Develops self-esteem,  
Enhances self-confidence,  
Increases the ability to cope with stress,  
Helps resist depression,  
Increases the energy levels,  
Improves awareness of personal needs and the ways to meet them,  
Learns to view life's difficulties as challenges/opportunities rather than threats,  
Is fulfilling and enjoyable.

• **Cognitive**

Expands and extends intellectual abilities,  
Improves concentration, academic achievement, problem-solving and decision-making.

**1.2 Physical activity recommendations**

Due to the holistic benefits of physical activity, international physical activity recommendations were developed by the World Health Organization (WHO): Children should undertake 60 minutes or more of moderate-to-vigorous physical activity (MVPA) per day. Research from Southern Africa has shown that children, particularly from marginalized communities, do not achieve the minimal daily requirements of MVPA. Schools play an important role in making a meaningful contribution to the goal of achieving the recommended daily physical activity guidelines by incorporating PE lessons into the school curriculum. To gain the benefits, the intensity of the activity should reach a certain level. Doing an activity and being able to talk (but not sing) while doing it is regarded as moderate intensity. Doing an activity and not being able to say more than a few words is regarded as vigorous intensity.

Consider the FITT principle:

- Frequency - everyday
- Intensity - moderate-to-vigorous physical activity
- Type - variety of PE activities
- Time - 60 minutes

Research from Southern Africa (Healthy Active Kids South Africa Report Card [2018]) has shown that while children are very active in early childhood from 0-5 years of age, physical activity decreases significantly when children enter school. Most school-aged children (and particularly those from disadvantaged communities) do not achieve the minimum of 60 minutes of moderate-to-vigorous physical activity per day as recommended

by the World Health Organization. This can be partly attributed to the absence or lack of PE in schools, poor community sport infrastructure and high percentages of television viewing.

**1.3 What is Quality Physical Education (QPE)?**

Quality Physical Education (QPE) stands for a comprehensive approach to promoting physical activity through schools and is based on national standards that define what learners should know and be able to do. QPE emphasizes the knowledge and skills for a lifetime of physical activity and helps learners to develop the behaviors, attitudes and confidence needed to be physically active for life. All children should participate in quality PE. The philosophy of QPE represents an inclusion and activation among all learners, by keeping them active for most of the class periods and meeting the needs of all schoolchildren, especially those who are not athletically gifted. QPE provides an intensive instruction in the motor and self-management skills to enjoy a wide variety of physical activity experiences, including competitive and non-competitive activities. In addition, the following characteristics are central for QPE:

- Keeping all learners active for most of the class time
- Building learners confidence in their physical abilities
- Providing many different physical activity choices
- Influencing moral development by providing learners with opportunities to assume leadership, cooperate with others, and accept responsibility for their own behaviour
- Developing learners self-confidence and eliminating practices that humiliate learners
- Actively teaching cooperation, fair play, and responsible participation in physical activity
- Having fun and enjoyable experiences for learners

Physical literacy is the foundation of PE and is the outcome of any structured PE programme that facilitates a range of age and stage appropriate opportunities for learners. Vital aspects of physical literacy are fundamental movement skills and the development of healthy and active citizens. The promotion of physical literacy is key for any PE curriculum throughout pre-primary, primary and secondary education.

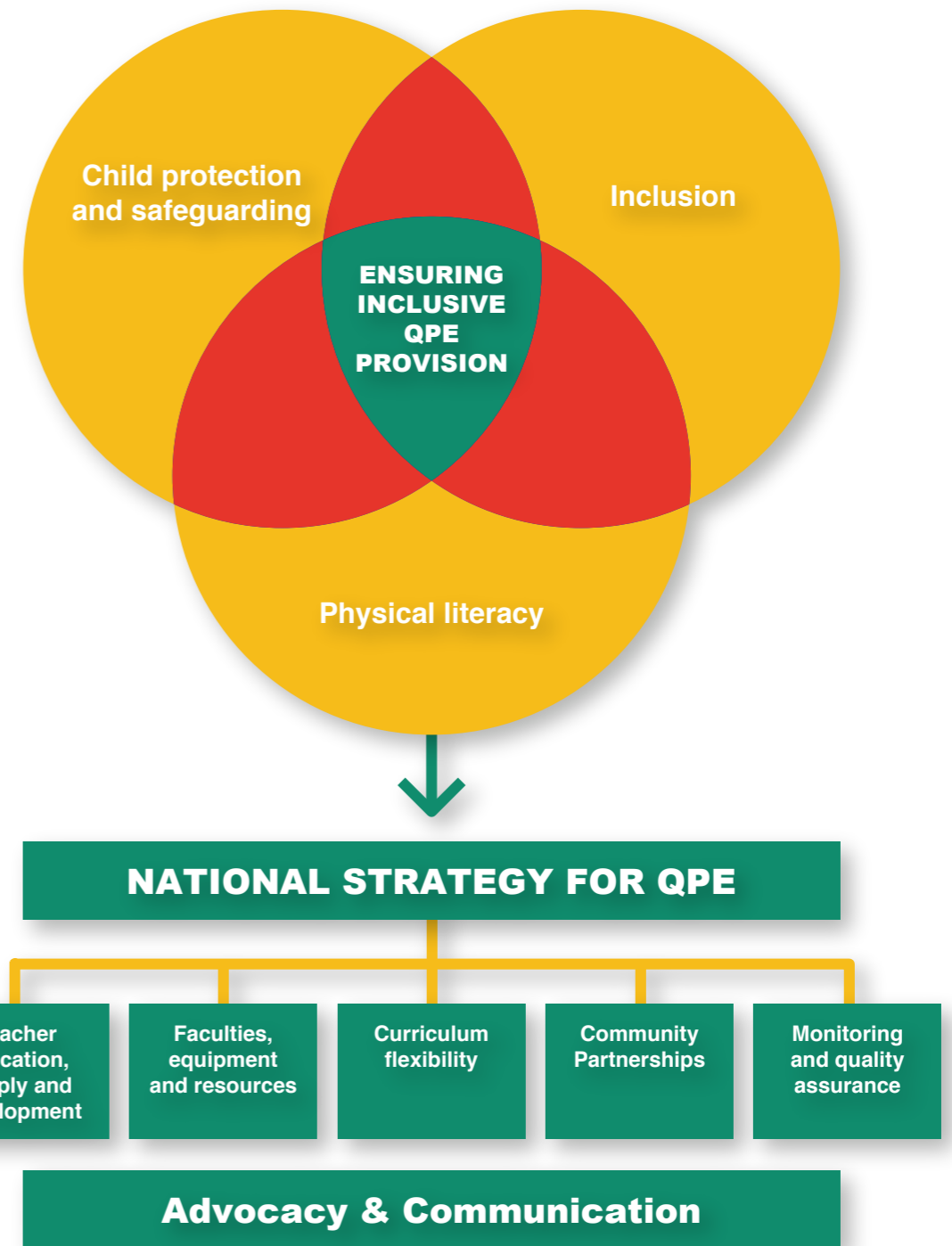


Figure 2. Strategy for inclusive Quality Physical Education according to UNESCO (Whitehead, 2010)

## 2 Rationale And Aim Of The KaziKidz Teaching Material

### 2.1 What is the rationale of KaziKidz?

The *KaziKidz* teaching material – a holistic educational and instructional tool for pre-primary and primary school teachers - aims to support physical literacy in the early years and encourages daily active play. *KaziKidz* aims to contribute to lifelong physical activity among learners. It arose from the project *KaziBantu*. *Kazi* means 'active' in Swahili and *Bantu* means 'people' in Xhosa, two of the national languages of South Africa. Through the implementation of Physical Education (PE), Moving-to-Music, Health-and-Hygiene and Nutrition education lessons the toolkit aims to enhance children's overall health in disadvantaged South African and Namibian primary schools. This *KaziKidz* teaching material consists of lesson plans within each of the afore-mentioned content pillars. The lessons have been designed in conjunction with the Namibian curriculum and are supported by the National Institute for Educational Development (NIED), Okahandja, Namibia, and the UNESCO team Namibia under the leadership of Director Mr. Djaffar Moussa-Elkadhum.

#### Namibian Pre-Primary Curriculum

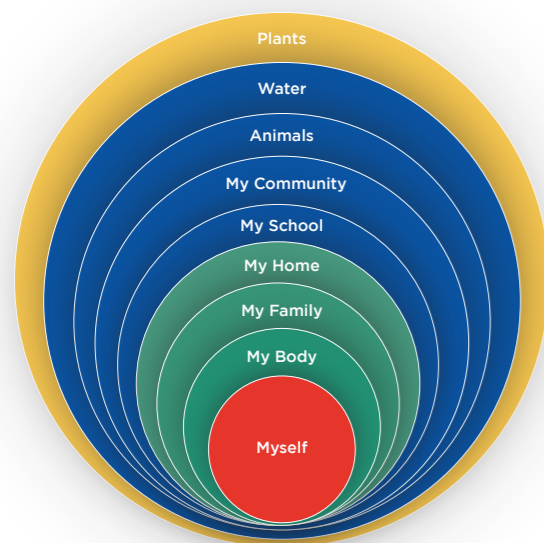


Figure 3. Timing and structure of the annual Namibian Pre-Primary curriculum (Pre-Primary Syllabus of Namibia, Okahandja, Namibia, 2023)

The aim is to lead learners through content, games and activities, partly supported by music, and conducted in a joyful manner that encourages and promotes a healthy lifestyle throughout childhood into adolescence. By using the *KaziKidz* teaching material, teachers contribute to the wellbeing and health of the learners.

To make a meaningful contribution to health at schools, 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. The Moving-to-Music classes have options for creating your own music through drums or any other form of percussion or clapping. *Thandi* and lesson plans in **red** will guide you through the Moving-to-Music teaching material.

*Kazi* and lesson plans in **blue** will guide you through the PE teaching material.

While neglected tropical diseases (NTDs) do not feature prominently in the burden of disease statistics of Namibia some NTDs are common in disadvantaged populations, especially in children growing up in poor neighborhoods. Chronic helminth infections (worms) not only cause morbidity, but also negatively affect the cognitive and physical development and school performance of children. By addressing these conditions through education about appropriate health and hygiene behaviours for your school child, both you and the school child are at a reduced risk for infectious communicable diseases.

The general wellbeing of primary schoolchildren from poor neighbourhoods may also be affected by lack of nutritional value, since schoolchildren usually eat food served by tuck shops and vendors during school hours. In order to address this issue, the nutritional education lessons should bring dietetics closer to the learners in a playful way. Furthermore, the lessons aim to encourage sustainable healthy eating habits throughout a learners life. *Kazi* and lesson plans in **green** will guide you through the Health, Hygiene and Nutrition teaching materials.



Thandi - Red

Kazi - Blue

Kazi - Green

### 2.2 Aim of KaziKidz

The *KaziKidz* programme is designed to assist and encourage teachers to provide educationally sound and age appropriate movement experiences for young children. One main goal of the *KaziKidz* lessons is to support and empower teachers, to execute Physical Education lessons with ready-made PE, Moving-to-Music and Health, Hygiene and Nutrition lessons for Healthy Schools in Healthy Communities. Ready-made lessons provide teachers with movement content for primary school aged children. The programme is activity based and designed to assist children to learn and practice the skills essential for enjoyable and rewarding participation in sport and physical activity. Some of the exercises suggested in the appendices have been adapted from *KaziKidz* Grade 1 and simplified to make them age appropriate as they share similar frameworks. In addition, repetition has been deliberately used in the exercises at this level.

The lessons are developmentally and didactically sound for meeting the needs of each targeted age group and allow for repetition to facilitate learning. The lessons can also be adapted by using improvised equipment in the event of sport material not being available. Teachers are often overloaded with tasks and duties and therefore may need support and tools to facilitate their work.

The main goals of the *KaziBantu* project are in line with UNESCO's sustainable development goals (SDGs), namely 'good health and well-being' (SDG 3) and 'quality education' (SDG 4). All lessons have been developed by a team of South African, Namibian and Swiss specialists, including teachers who are familiar with the challenges in low-resourced settings.



### 2.3 How does KaziKidz contribute to QPE?

Ready-made *KaziKidz* lessons support and empower teachers to conduct QPE in low-resource settings, simultaneously considering common barriers such as big class size, facilities, equipment and supplies. The toolkit should imply as few inhibitions as possible and no additional burden should be felt due to the implementation of *KaziKidz* lessons. The *KaziKidz* activities are designed to facilitate a big class size and always offer the option to use no equipment or self-made sport material. Teachers who are not appropriately trained in PE are able to follow the clear structure and instructions of the *KaziKidz* lessons.

The inclusion of all schoolchildren is crucial and central. *KaziKidz* aims at providing Quality Physical Education (QPE) for all participants and offers the opportunity for learners with disabilities to participate. Especially the Moving-to-Music lessons engage learners and teachers to create a non-judgemental atmosphere in which schoolchildren have the opportunity to enrich their personal resources by moving, combined with a supportive togetherness aimed at providing a safe, non-competitive platform. The approach of creative dance offers lay teachers the opportunity to lead a dance lesson, without requiring any experience or understanding of the basic techniques in dance. Creative dance does not require demonstrated movements, which offers a great opportunity for the *KaziBantu* project, given the barriers and problems in the townships of South Africa and Namibia. The implementation of *KaziKidz* may promote group cohesion and helps learners to develop a sense of belonging within a group.

The below list demonstrates aspects of a QPE programme. By implementing these aspects, *KaziKidz* aims to contribute to QPE: the list is adapted from a pamphlet by the Council on Physical Education for Children (COPEC) from the National Association for Sport and Physical Education (NASPE).

- **Programme**  
The programme is worthwhile, progressive, and balanced. It is carefully planned to enhance the total development of each child.
- **Development of skills**  
Activities are planned specifically to enable children to develop their motor skills.
- **Fitness**  
Children understand the value of physical activity participation and a healthy lifestyle. Fitness is not used as a punishment.
- **Participation**  
All children are purposefully involved in every activity. NB: maximum participation for all.
- **Adaptation**  
Rules, equipment, playing area, etc. are modified to suit the needs of the children.
- **Affective development**  
Activities allow children to improve their social and co-operation skills.  
A positive self-concept is developed.  
Children are successful and enjoy participation.
- **Competition**  
Activities allow for self-improvement, participation, and co-operation instead of winning and losing.
- **Gender**  
Boys and girls are encouraged to equally participate in all activities.

# 3 Educational And Methodological Considerations

## 3.1 Specification of the target group and their learners

The children in pre-primary classes are between 4 and 5 years old. In general, the physical activity behaviour at this young age is characterised by an enormous and pronounced need for movement, the urge to play and compete, and the need to copy. They have an insatiable spirit to discover and learning and need physical activity at medium to high intensity for more than one hour per day.

The development of the learner's gross and fine motor skills and perceptual development is fundamental in the Foundation Phase. Physical and motor development is integral to the holistic development of learners. It makes a significant contribution to learners' social, personal and emotional development. Play, movement, games and sport can contribute to developing positive attitudes and values. This area focuses on perceptual and locomotor development, rhythm, balance and laterality. The focus in the pre-primary is on games and some activities that will form the basis of participating in sports later on. Physical growth, development, recreation and play are emphasised.

### 4 – 5 years old: Pre-Primary Fundamental movement phase – Elementary stage

At this stage, learners' co-ordination should be improving and children gain greater control, although movements may still appear awkward. Therefore, they need to work towards developing mature fundamental movement skills:

- Stability
- Locomotion
- Manipulation

### 6 – 7 years old: Pre-Primary and Grade 1 Fundamental movement phase – Mature stage

At this stage, learners should be taught didactically and pedagogically in such a way that there is as much playful movement time as possible. Performance will improve quickly and the foundation for all sporting skills is laid in this age range.

Through participation in activities, a strong focus should be on achieving the following basic movement skills:

- Stability
- Locomotion
- Manipulation

### 7 – 10 years old: Grades 1, 2, 3, 4 Specialised movement phase – Transition stage

Learners show an interest in a variety of sports types, but have little ability in any.

- It is here that basics sports skills should be put in place.
- The development of mature basic movement skills continues here, while at the same time more sport-specific skills can be promoted and challenged.
- It is also possible to introduce learning through different types of games without being sport-specific.

At the end of the foundation phase, the learner's skills should include:

- Demonstrate both mature fundamental movement skills and basic sports specific skills.
- Know how to participate in a wide variety of modified games.
- Exhibit appropriate social and emotional behaviour in a practical setting.
- Be willing to further develop motor control, body awareness and perceptual motor abilities.
- Know how to move in challenging, exploratory and problem-solving ways.

## 3.2 Characteristics of an easy to implement Physical Education toolkit – considerations for lesson planning

Characteristics of good teaching have been identified in general educational research. These characteristics promote the acquisition of competencies and the development of motivation among learners. Quality teaching that promotes learner performance as well as motivation is characterized by the following dimensions and features (Praetorius et al., 2018):

### • Classroom organization

This includes all actions and strategies of a teacher to establish clarity and organizational structures in the classroom, to create a learning environment with few disturbances and to maximise the learning time.

### • Student orientation

This embraces a student-centred style of interaction which comprises both content support (e.g. learning pace, dealing with errors) and social support (a appreciative teacher-learner relationship, caring of the teacher). The students should perceive themselves as valued, competent and socially integrated.

### • Cognitive activation

This describes the actions of the teacher to stimulate the learners' activity to support the understanding of the learning content. This can be accomplished by giving clear and understandable explanations, stimulating the students to think about their learning process, and by activating classroom discussions.

While those dimensions are valid for all subjects, PE differs remarkably in terms of space organization, equipment and activity. Therefore, some features have to be adapted to PE (like maximising not only learning time, but also movement time), and an additional sub-dimension to cognitive activation has to be added (Herrmann & Gerlach, 2020; Herrmann et al., 2016):

### • Motor activation

In PE, the learners should not only understand the theoretic learning content, but also become physically active, understand and think about their movements and increase their motor performance. To achieve this, teachers should give challenging assignments depending on the level of the students, focus on the learning goals, and give feedback to the learners about their performance.

Figure 4 presents an overview of characteristics and features of good teaching quality in PE according to the dimensions.

Because PE plays such a vital role in the health of the nation, the teacher must ensure that they implement a QPE programme for the learners in their care.

In order to be able to do this effectively, each teacher must have knowledge of:

- The importance of PE.
- The level of development of their learners.
- What should be included in a balanced PE programme.
- How to design and implement successful PE lessons.
- How to ensure the safety of learners during PE lessons.
- How to make sure that every learner can participate successfully in the lesson.
- How to create the space and equipment necessary to present the lessons effectively.

Organising successful PE lessons (like any other subject) requires careful planning. In the following section important topics of planning a lesson will be discussed. Observing the following points will enable and facilitate the implementation of a PE programme:

### 1. Space

- Any flat area will be suitable for the presentation of the programme.
- Assess the venue and make sure the area is safe for participation.
- 

### 2. Equipment

- A PE programme does require a varied quantity of small equipment.
- The sports equipment needed to practise the *KaziKidz* activities can be made by the teachers or children themselves from everyday objects. This will be covered in chapter 3.3.
- Hand-made equipment is often preferable, as it can be tailor-made for the purpose needed.
- It must be borne in mind that learners need a maximum of opportunities to develop and practice their skills. Teachers must ensure that adequate equipment is available to enable learners to carry out the activities individually, in pairs or in small groups.

### 3. General rules and procedures

It is important that general rules are laid out at the beginning of the PE programme.

Discuss with the learners:

- The signal that will be used to gain attention, for example: When the whistle blows, learners must run to you and sit down.
- Rules about fair play.
- Respect for others.
- Safe participation and use of material only when learners are authorised to do so.
- Taking care of equipment.

### 4. Health and safety considerations

Unlike classroom teaching where learners are easily controlled, class participation in outdoor physical activities involves more risks. Below are some safety concerns to consider (although this list is not exhaustive).

Ensure:

- The playing area is free of dangerous objects such as broken glass or sharp stones.
- There is enough space for each activity to take place.
- The playing areas are limited to keep better control of the learners.
- Equipment is in good condition and will not injure the learners.
- The activity is ability- and age-appropriate and the learners are ready to participate.
- The teacher understands each learner's ability.
- Learners are wearing the appropriate clothing.
- The teacher understands how to teach the activity.
- The teacher monitors the environment in which learners are participating.
- There is a first aid protocol in place.

### 5. Inclusion

Official Namibian policy emphasises the provision of a conducive teaching and learning environment and ensuring equal opportunities for every child. QPE must be available to every learner equally and without prejudice, regardless of gender, ethnicity, (dis)ability or religion.

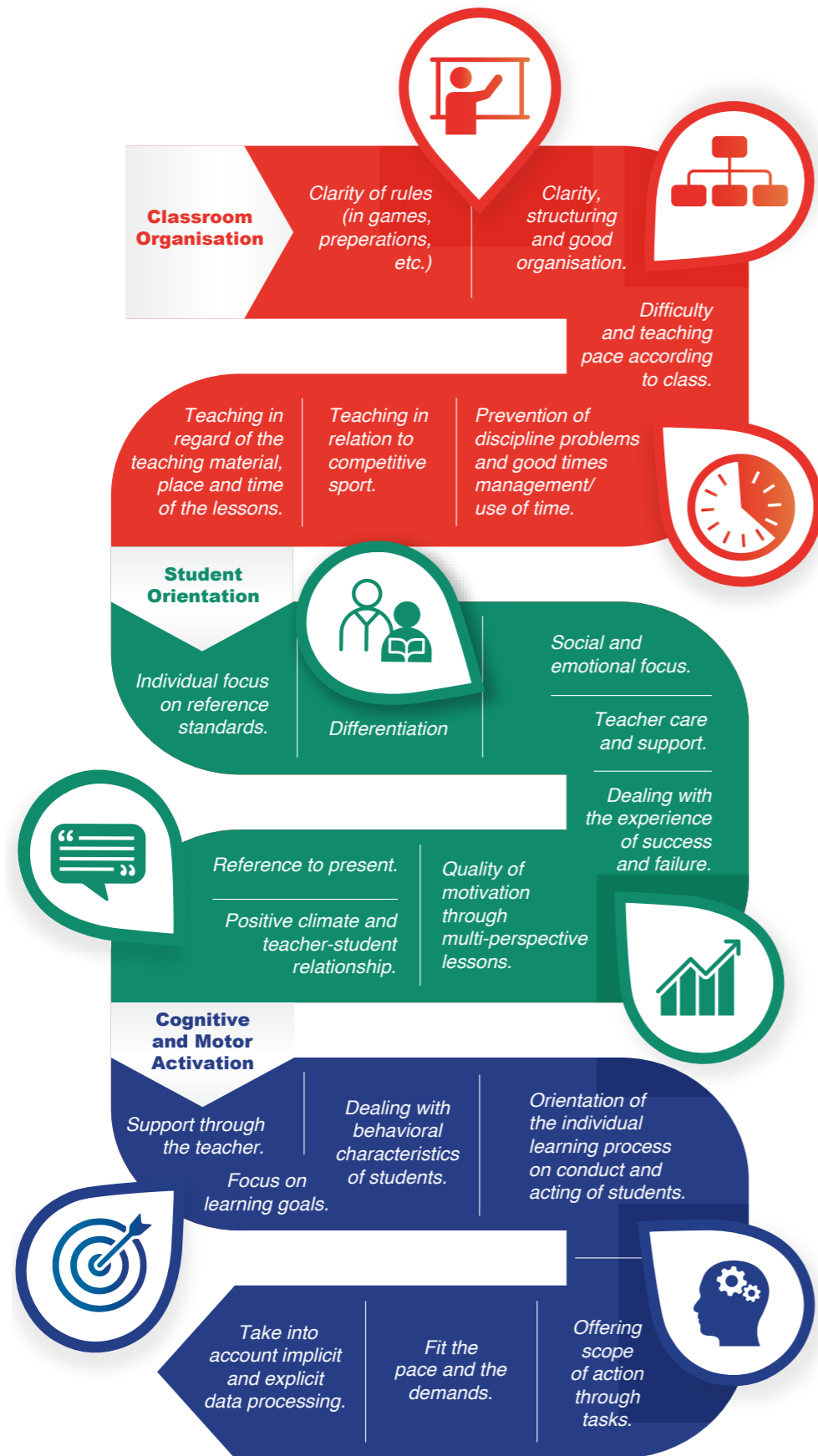


Figure 4. Dimensions and features of teaching quality in Physical Education (PE) (Herrmann et al., 2016)

Inclusion in PE is about diversity. The most common differences are probably differences in abilities and skills. In every PE class, teachers encounter learners with a wide range of abilities and different levels of proficiency. Many of the teachers teach large classes, so it is almost impossible to target and intensively address performances of individual learners as a teacher. Therefore, we need to consider that the large size of the unit and the teaching approach adopted with it may be detrimental to some learners. And maybe the teacher still manages to pay special attention to the weaker schoolchildren.

Teachers must remind ourselves to:

- Not only to compare learners.
- Encourage learners to compete among themselves and not with others.
- Provide a variety of activities.
- Ensure activities are developmentally appropriate.
- Consider the factors that can affect a learner's ability to participate in an activity.
- Include task variations, by giving the stronger learners more challenging tasks and simplifying the tasks for those who are struggling.
- Adapt activities to better suit the learner.
- Modify the environment, equipment, and rules where necessary.
- Give the teams challenges they can only overcome when everyone works together.

#### 6. Planning beyond just one lesson / term plan

Rather than planning isolated PE lessons, it is a good idea to plan the PE programme for the year.

This is to ensure:

- That the objectives of the PE programme can be achieved.
- There is focused, progressive learning.
- A variety of activities are included.
- Learners are provided with a truly educational experience.

It is a smart idea to consider looking at what will be included in each week throughout the school year.

They must ensure that:

- Units are neither too long nor too short.
- There is a variety of activities in the term.
- There is a balance of activities in the term.

Table 1 provides a template to plan the focus for each week's PE teaching for pre-primary.

#### 7. PE programme goals

It is important to know what the teacher wants to achieve with the learners in the class.

When establishing programme goals, three questions need to be answered:

- What should the learner be able to do?

- What should the child know?
- How should the child behave?

#### 8. Creating a positive learning climate

Learners should look forward to every PE lesson. To achieve this, make sure:

- That every learner feels safe and included.
- To use positive reinforcement - praise the good and the weaker learner.
- Be a role model.
- Put emphasis on participation, performance, enjoyment and satisfaction.

Remember:

- Activities and games must be adapted according to the level of development of the child.
- Do not only compare learners.
- Enable all learners to succeed.
- Give each individual maximum opportunity to practice the skill.
- Modify the rules of games so that they are easily understood, and learners can participate successfully.
- Include simple small-sided situations giving children one or two decision-making options.
- These experiences can later be transferred and applied in more demanding situations.

#### 9. Time management

Pay attention to time management to maximise learning in each lesson. Do this by:

- Changing from classroom to PE quickly.
- Making sure the equipment required is ready to go.
- Transitioning from one activity to the next efficiently.
- Planning grouping beforehand to minimize time-wasting.
- Having a signal to gain learners' attention - use a whistle.

Based on the Namibian Pre-Primary curriculum, we propose a sequence of lessons which builds on each other in terms of content. These can (but do not have to) be worked through in this order. The lessons are numbered for clear recognition and assignment. For this age group, the principle of repetition has been used including slight variation from easy to somewhat more difficult.

**This overview table facilitates the tracking of the lessons.**

Component	Term	Lesson Number	Theme	Lesson Content	Date
Physical Education	Term 1	Lesson 1	Myself	Body knowledge	
		Lesson 2	Myself	Body knowledge	
		Lesson 3	Myself	Body knowledge	
		Lesson 4	My Body	Body concept	
		Lesson 5	My Body	Body concept	
		Lesson 6	My Body	Body concept	
		Lesson 7	My Body	Body concept	
		Lesson 8	My Family	Eye-hand-coordination	
		Lesson 9	My Family	Eye-hand-coordination	
		Lesson 10	My Family	Eye-foot-coordination	
		Lesson 11	My Family	Eye-foot-coordination	
	Term 2	Lesson 12	My Home	Gross motor movements	
		Lesson 13	My Home	Gross motor movements	
		Lesson 14	My Home	Gross motor movements	
		Lesson 15	My School	Laterality/Directionality	
		Lesson 16	My School	Laterality/Directionality	
		Lesson 17	My School	Fine muscle movements	
		Lesson 18	My School	Fine muscle movements	
		Lesson 19	My Community	Laterality/Directionality	
		Lesson 20	My Community	Laterality/Directionality	
		Lesson 21	My Community	Coordination	
		Lesson 22	My Community	Coordination	
	Term 3	Lesson 23	Animals	Balance	
		Lesson 24	Animals	Balance	
		Lesson 25	Animals	Position in space	
		Lesson 26	Animals	Position in space	
		Lesson 27	Water	Gross motor movements	
		Lesson 28	Water	Gross motor movements	
		Lesson 29	Water	Gross motor movements	
		Lesson 30	Plants	Fine muscle control	
		Lesson 31	Plants	Fine muscle control	
		Lesson 32	Plants	Gross motor movements	

Table 1. Template for lesson tracking in Physical Education (e.g. Pre-Primary)

### 3.3 Self-made Equipment

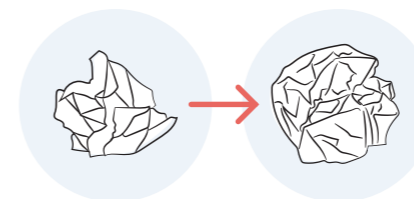
There is a scarcity of equipment in many schools in Namibia. As discussed, it is important to maximise learning opportunities by ensuring learners can each work with their own piece of equipment or, if working in groups, group numbers are small to enable each child to fully participate in the activity. If there is not enough equipment available, learners will be forced to wait in line for their turn or, if in a large group, not all learners will be able to participate fully.

The section to follow will guide you through steps on how to make your own equipment from recycled or upcycled materials.

#### Soccer Ball

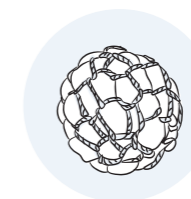
- Materials:**
- Paper/cardboard /newspaper/onion bags/cloth rags/plastic bags
  - Twine/ thin rope
  - Duct tape/packing tape (optional for reinforcement)

##### Step 1



1. Crumple the newspaper/cloth rags into a ball as tightly as you can

##### Step 2

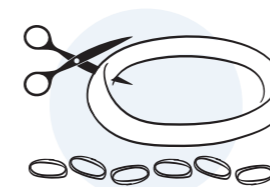


2. Wrap rope around it tightly, do a few times over until you end up with a tightly packed soccer ball

#### Cricket Ball

- Materials:**
- Two-wheeler tube
  - Scissors
  - Paper

##### Step 1



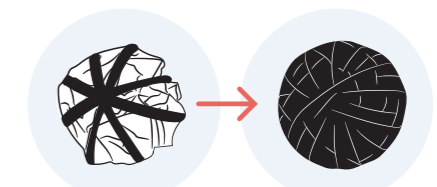
1. Cut small bands from the two-wheeler tube

##### Step 2



2. Crumple the paper into a small ball

##### Step 3



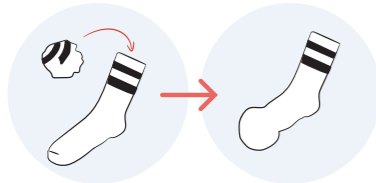
3. Wrap small elastic bands around crumpled paper ball

## Other Types of Different Size Balls

**Small Ball Materials:**

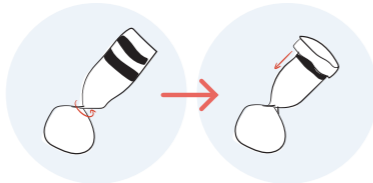
- A pair of old long socks
- Cotton

### Step 1



1. Roll sock 1 into a ball then place it in the end of sock 2

### Step 2



2. Twist sock 2 into a ball then turn inside out and repeat process

### Step 3



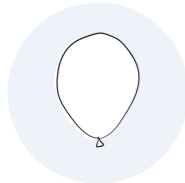
3. Sew sock closed

## Other Types of Different Size Balls

**Big Ball Materials:**

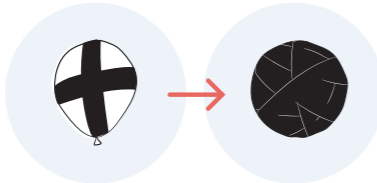
- Balloon
- Packing tape

### Step 1



1. Blow up the balloon

### Step 2



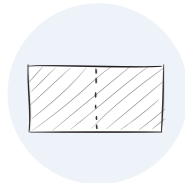
2. Wrap the tape around the balloon until the ball is well secured

## Bean Bags

**Materials:**

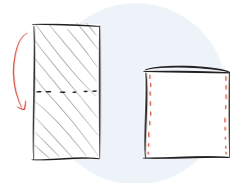
- Durable material like denim or socks or sewn cloth
- Rice, dried beans
- Sewing machine

### Step 1



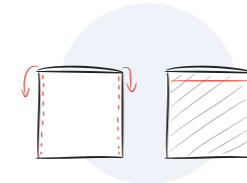
1. Cut the material into square shapes - double the size to allow for folding in half

### Step 2



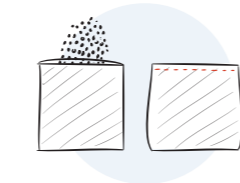
2. Fold in half, right side in and stitch around 2 sides leaving one for turning, use a 1 cm seam. Use double stitching

### Step 3



3. Turn inside out and iron in a 1 cm fold for later

### Step 4



4. Fill bag with selected contents - 2/3 full and double stitch the opening closed

## Skipping Ropes

**Materials:**

- Old fabric and plastic bags
- Rope or sash cords with ends knotted and burnt at the ends
- Nylon stockings
- Strips of material can be braided together

### Step 1



1. Tear long strips from an old T-shirt

### Step 2



2. Knot the tops of the strips together and braid them

### Step 3



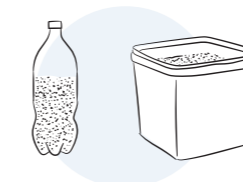
3. Knot the the end of the braid.

## Cones and Beacons

**Materials:**

- Empty plastic 2 litre bottles
- Bottles with sand or small stones, rice, water; ice cream containers, pieces of carpet or other containers filled with sand; paper plates, paper rolls, old traffic cones; bleach and detergent bottles

### Step 1



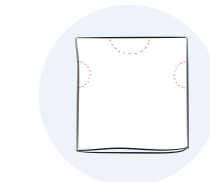
1. Fill empty bottles with the materials above

## Bibs and Sashes

**Materials:**

- Different material of different colours, elastic bands and laces, plastic bags

### Step 1



1. Cut out holes for head and two arms

## Flash Cards

**Materials:**

- Cardboard and coloured markers
- Boxes, toilet rolls, polystyrene containers and packing materials, corks, wrapping paper, tin foil, wool, string, stones, seeds, old newspapers/magazines, old clothes, utensils, containers, to be used as 'props' for fantasy and dramatic play, ball pump, portable sound system

### Step 1



# The *KaziKidz* Teaching Material Physical Education



## 4.1 Physical Education

### Instructions For Physical Education

The *KaziKidz* toolkit is a holistic educational and instructional tool for pre-primary and primary school teachers and arose from the project *KaziBantu*. The lessons have been designed in conjunction with the Namibian curriculum. The aim is to motivate learners through content, games and activities in a joyful way that encourages them to strive for and live a healthy lifestyle throughout childhood and adolescence. By using *KaziKidz* teachers will be contributing to the wellbeing and health of their 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 children. Children should undertake 60 minutes or more of moderate-to-vigorous physical activity daily. The Healthy Active Kids South Africa Report Card (2018) has shown that children, particularly from marginalized communities, do not achieve the minimal daily physical activity recommendations. 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 poor quality lawn), 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.

To make a meaningful contribution to health at schools, it is important for Physical Education classes to be conducted on a regular basis. Establishing class procedures and routines at the beginning of the programme may encourage order in your 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.

**All lessons and even more materials are available on [www.kazibantu.org](http://www.kazibantu.org)**



# Lesson-Tracker

Physical Education



This overview table facilitates the tracking of the lessons.

Component	Term	Lesson Number	Theme	Lesson Content	Date
Physical Education	Term 1	Lesson 1	Myself	Body knowledge	
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		Lesson 31	Plants	Fine muscle control	
		Lesson 32	Plants	Gross motor movements	



1

**MYSELF: Body Knowledge**

Term 1 | Lesson 1 | Time: 30 min

**Equipment**

- Kazi poster
- 4 cones

**Introduction: Kazi says**

Time: 10 min

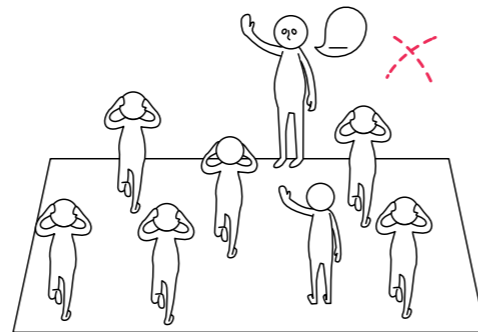
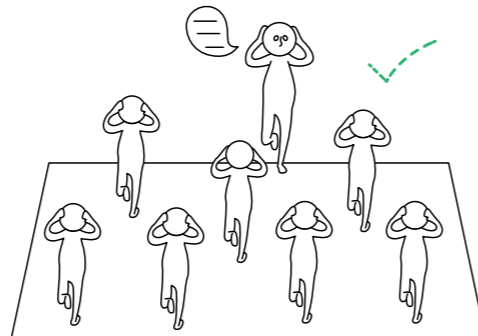
**Equipment/accompaniment:** Kazi poster to show the learners**How to conduct**

The children form a semicircle around you. They should all be able to look at the *Kazi* poster. Explain to the learners that *Kazi* wants to accompany the class throughout the year and discover the environment together. Introduce *Kazi* using the poster.

To introduce the lesson content 'Body knowledge' point to a part of *Kazi's* body and ask the children to say the name of the body part out aloud. To see whether the children really know the body parts, *Kazi* plays a game with them: '*Kazi says*'.

You take on the role of *Kazi*, giving instructions to the learners to name different body parts. But the instructions should only be carried out by the class if the instruction is preceded by the words: '*Kazi says...*'.

Possible instructions: '*Kazi says stand on one leg*', '*Kazi says lay on your back*', '*Kazi says touch your nose*'. If the instruction is simply 'stand on one leg', the learners should not obey. Children that make a mistake need to do 5 jumping jacks in order to join the game again.



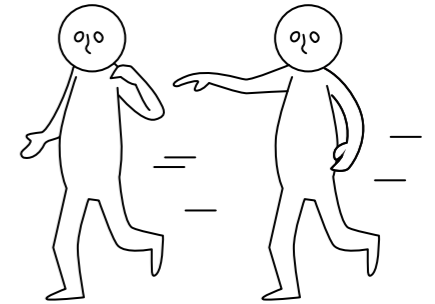
Refer to annex 1

**Goal of the game**Name the body parts and move specific body parts with *Kazi*.**What to watch for:** Integrate all the body parts and combine different body parts within one instruction.**Main part: Kazi tag**

Time: 15 min

**Equipment/accompaniment:** Cones to mark out the playing area**How to play**

Depending on the class size, two or more children are appointed as *Kazi*. The *Kazi* catchers try to tag as many children as possible. The tagged child should hold on to the body part where he/she has been tagged. For example, if a child is tagged on the knee, he/she has to grab his/her knee and hold on to it throughout the game. Tagged children also become catchers. The last learner who has not been tagged wins the game.

**Goal of the game**

Learners improve their body awareness.

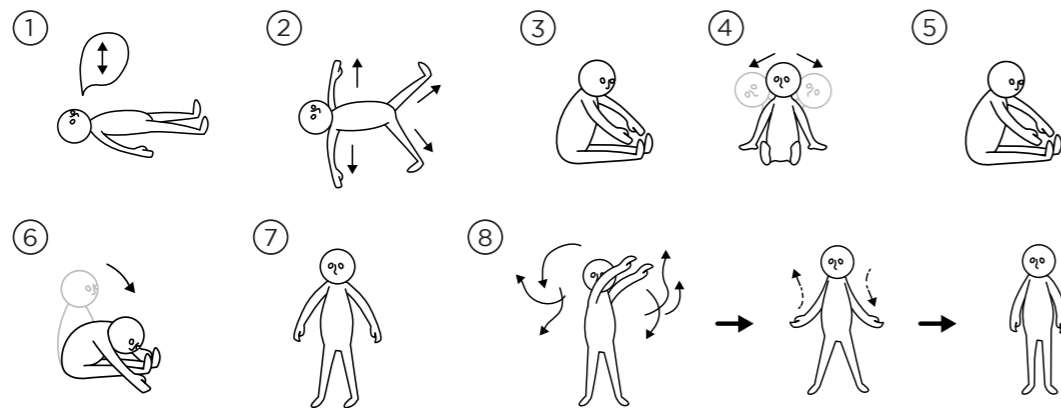
**What to watch for:** If it is too easy or too hard for catchers, adjust the size of the playing area and the number of catchers.

**Cool down: Relax your body****Time: 5 min****Equipment/accompaniment:** No equipment**How to organize**

Learners stand in a circle. You give instructions for simple relaxation and stretching exercises. Pay attention to the exact names of the body parts concerned.

Possible instructions could be:

1. Lie down on your back and breathe in and out very slowly.
2. Pull both your arms and legs as far away from your body as possible.
3. Now slowly sit up and touch your toes with your fingers.
4. Place your hands beside your hip and slowly try to touch your shoulder with your ear. Now touch your other shoulder with your other ear.
5. Sit up as straight as possible and try to reach the sky with both of your hands.
6. Now release your arms and let your upper body sink over your legs and if you can, let your forehead touch your knees.
7. Come back to an upright position and slowly stand up.
8. Imagine being a tree rooted to the ground, and your arms as the branches moving in the wind. Now imagine there is a heavy storm (do big and wild movements with your arms), then the wind becomes weaker and weaker until the storm subsides completely (movements get smaller and smaller and slow down until standing still).

**Goal of the game**

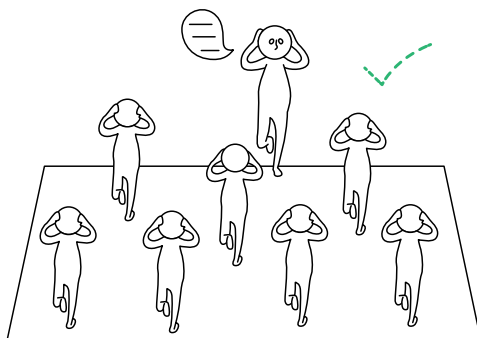
Listen to instructions and move specific parts of the body.

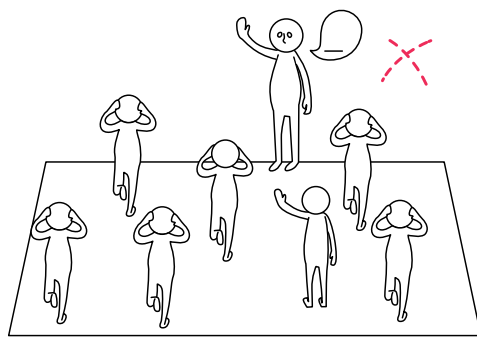
**What to watch for:** Try to talk slowly and make sure the learners can follow along.

**2****MYSELF: Body Knowledge**Term 1 | **Lesson 2** | Time: 30 min**Equipment**

- Cones
- Kazi Puzzle

**Introduction: Kazi says****Time: 5 min****Equipment/accompaniment:** No equipment**How to conduct**

You take on the role of *Kazi*, giving instructions to the learners to name different body parts. But the instructions should only be carried out by the class if the instruction is preceded by the words: '*Kazi*, says...'.  


Possible instructions: '*Kazi*, says stand on one leg', '*Kazi*, says lay on your back', '*Kazi*, says touch your nose'. If the instruction is simply 'stand on one leg', the learners should not obey.  


Children that make a mistake should do 5 jumping jacks in order to join the game again.

**Goal of the game**

To name the body parts and move specific body parts.

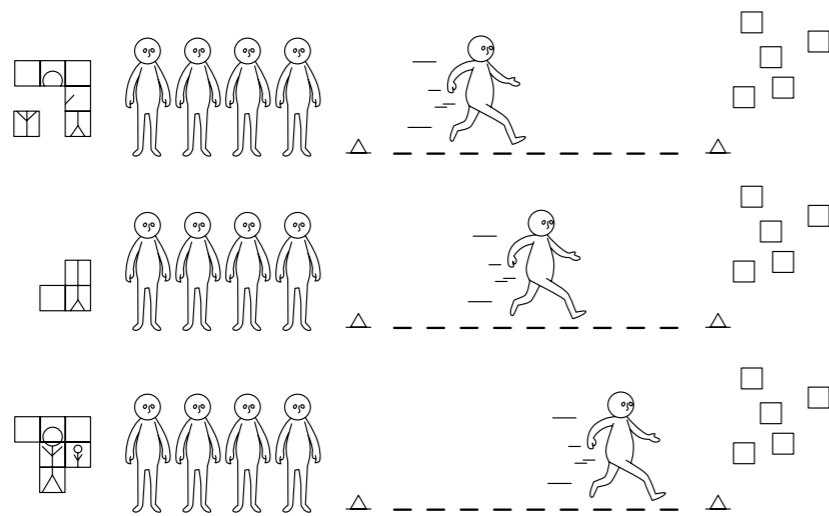
**What to watch for:** To integrate all the body parts and combine different body parts within one instruction.

**Main part:** Which part is missing?**Time:** 20 min**Equipment/accompaniment:** Cones and *Kazi* Puzzle (cut the pieces out before the lesson starts)**How to conduct**

Form groups of about 6 to 8 learners. The groups line up next to each other and form a row. At the other end of the playing area, there should be as many puzzles scattered on the floor as there are groups participating. All the pieces are wildly mixed up.

At the start signal, the first learner from each group runs to the puzzle pieces and brings back one piece. By giving the next child a high five, he/she may then run and also fetch a puzzle piece. If a child uncovers a puzzle piece with a body part that his/her group already has, he/she puts it back on the floor face down and runs back empty-handed. Only one piece of the puzzle can be uncovered at a time.

At the end of the activity, each group should have put together a complete picture of *Kazi* and his friend with all their body parts. As soon as the puzzle is completed, the whole group should sit down in a row. The group that completes their puzzle and sits down first wins this relay race. If you have enough time, you can do a second round.



Refer to annex 2

**Goal of the game**

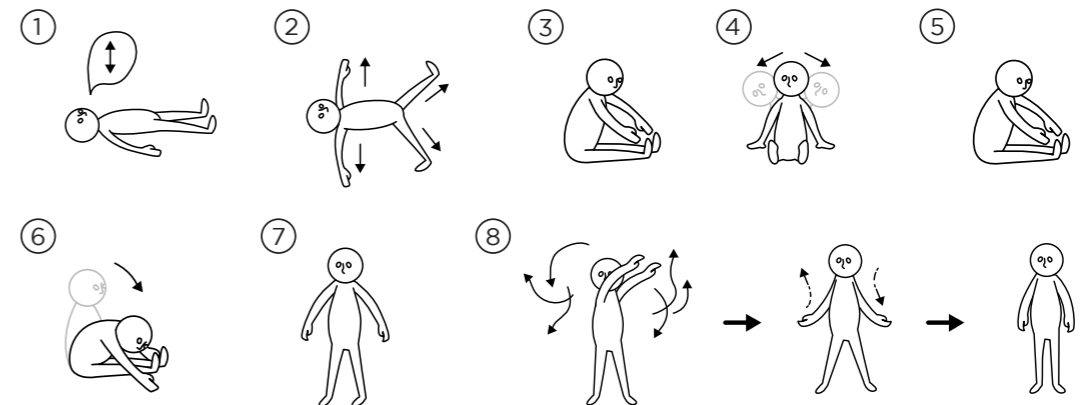
Learners learn which body part belongs where and improve their body knowledge.

**What to watch for:** Keep an eye on uncovering only one puzzle piece at a time.**Cool down:** Relax your body**Time:** 5 min**Equipment/accompaniment:** No equipment**How to conduct**

Learners stand in a circle. You give instructions for simple relaxation and stretching exercises. Pay attention to the exact names of the body parts concerned.

Possible instructions could be:

1. Lie down on your back and breathe in and out very slowly.
2. Pull both your arms and legs as far away from your body as possible. As if someone is pulling on your feet and hands.
3. Now slowly sit up and touch your toes with your fingers.
4. Place your hands beside your hip and slowly try to touch your shoulder with your ear. Now touch your other shoulder with your other ear.
5. Sit upright and try to reach the sky with both of your hands.
6. Now release your arms and let your upper body sink over your legs and if you can, let your forehead touch your knees.
7. Come back to an upright position and slowly stand up.
8. Imagine being a tree rooted to the ground, and your arms as the branches moving in the wind. Now imagine there is a heavy storm (do big and wild movements with your arms), then the wind becomes weaker and weaker until the storm subsides completely (movements get smaller and smaller and slow down until standing still).

**Goal of the game**

Listen to instructions and move specific parts of the body.

**What to watch for:** Try to talk slowly and make sure the learners can follow along.



3

**MYSELF: Body Knowledge**

Term 1 | Lesson 3 | Time: 30 min

**Equipment**

- Kazi poster
- Pictures of exercises

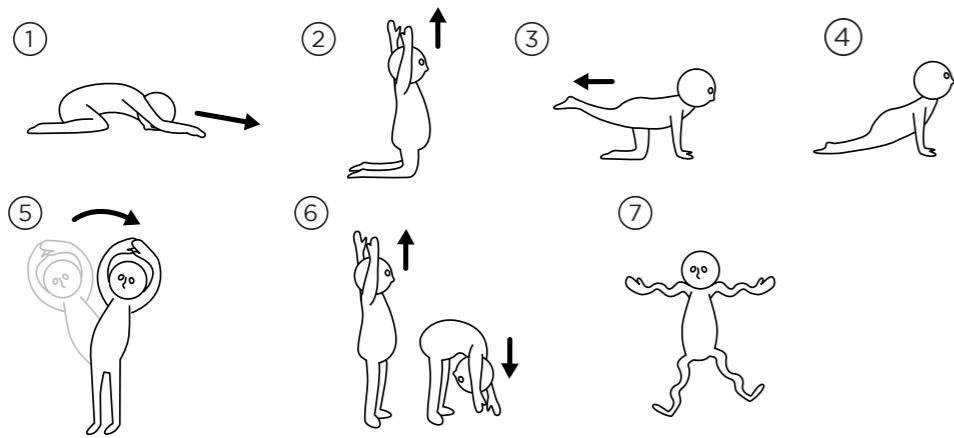
**Introduction: Get up with Kazi**

Time: 10 min

**Equipment/accompaniment:** Kazi poster to show the learners**How to conduct**

Show learners the *Kazi* poster and tell them how *Kazi* stretches in the morning. Do the same exercises along with the children.

1. Get into a kneeling position and bend over until your upper body is lying on your legs. Both your hands should be touching the ground in front of your head. Inhale and exhale slowly and deeply and stay in this position for about 3 breaths.
2. Sit up and try to reach to the sky, staying on your knees.
3. Come down into a crawling or all-fours position and try to extend one leg. Change to your other leg.
4. Lay down on your stomach with your hands positioned under your shoulders. Now push yourself up until your arms are straight. Look up to the sky.
5. Slowly stand up and bring your hands together above your head. Now slowly bend to one side. Stay there for 3 seconds and come back to the middle. Now bend to the other side.
6. Stand up on your tiptoes and stretch your arms and whole body up towards the sky. After 5 to 10 seconds drop your upper body to the ground and let your arms hang down relaxed. Repeat 2 times.
7. Shake your whole body around.



Refer to annex 3

**Introduction continued: Get up with Kazi****Goal of the game**

Warming up and preparation for the following exercises and improvement of body knowledge.

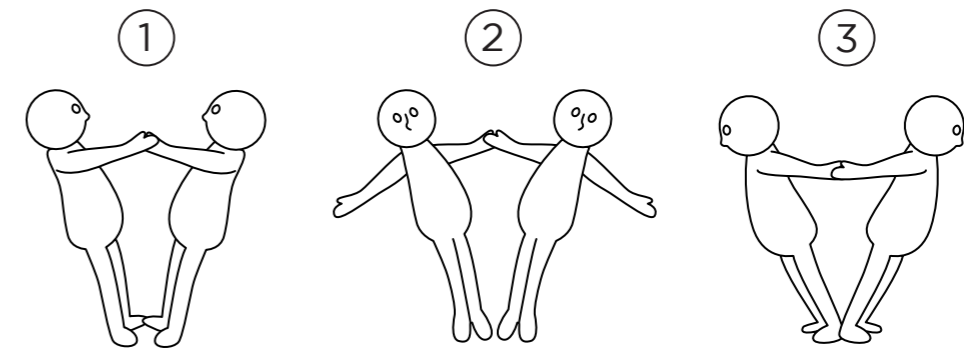
**What to watch for:** Make sure to use the correct terms for each body part and that all children can see and hear you clearly.

**Main part: Partner acrobatics**

Time: 20 min

**Equipment/accompaniment:** Pictures of the exercises**How to conduct**

Organise learners into groups of 2. Encourage them to do these 3 exercises. Demonstrate the exercises using the help of a few groups, then allow the rest to practice. Or alternatively, show them the picture of the exercise. Only continue to the next exercise when both learners in the group have practiced the activity.



Refer to annex 3

**Goal of the game**

Learn to trust in others and see what me and my body is capable of doing.

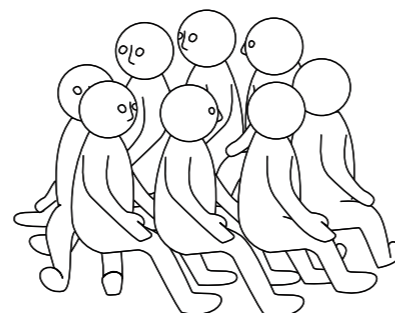
**What to watch for:** If some of the children are scared, offer them help and support, but first try to give them time to find a solution themselves.

**Cool down: Take a seat**

Time: 5 min

**Equipment/accompaniment:** No equipment**How to conduct**

Ask the learners to stand in a circle back-to-back. When everyone is ready, you give the starting signal 'sit'. Everyone sits on his or her neighbour's knees. If possible, try to walk around the circle when all learners are sitting. As a variation, try the other direction as well.

**Goal of the game**

Everyone has to work together and stay in the circle.

**What to watch for:** Give clear signals.

*Kazi says*  
**Jump high and touch the sky.**



4

**MY BODY: Body Concept**

Term 1 | Lesson 4 | Time: 30 min

**Equipment**

- Picture

**Introduction: Wash the dirty elephant**

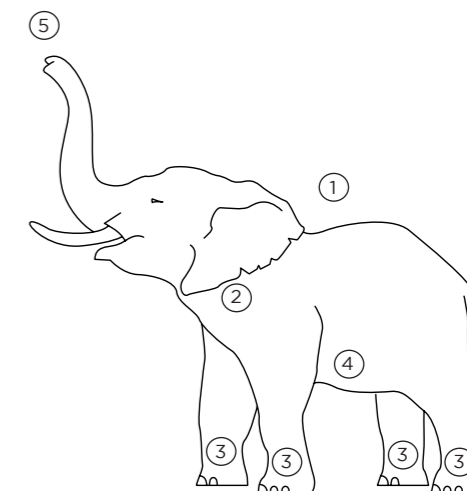
Time: 5 min

**Equipment/accompaniment:** Picture of an elephant**How to conduct**

Today *Kazi* watched his friend the big elephant playing in the mud and saw how dirty he was afterwards. The learners should help to get him clean again. Everyone must first stand in a circle. While washing elephants, the group has to imagine that there is a huge and dirty elephant in the middle of the circle, which needs to be washed.

The following commands or actions can be carried out:

1. Washing the back: 'Jump up and try to get to the back clean.'
2. Washing behind the ears: 'Fold the ears forward and wash behind them.'
3. Washing the legs: 'Kneel down and wash the four feet and legs in a washing movement. Climb through the legs and make yourself small.'
4. Washing the belly: 'Lie down on your back to get to the belly.'
5. Wash the elephant's trunk: 'Make a big circle with both your arms and wash the trunk from the top to the bottom. You can also ask the learners if there is any more dirt on the elephant and let them be creative with matching movements.'

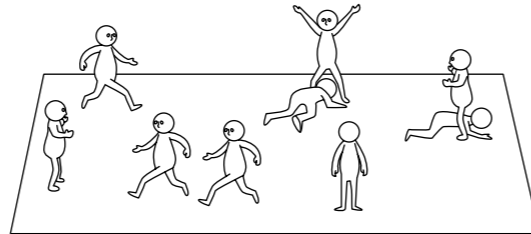
**Goal of the game**

Repeat body parts and start moving.

**What to watch for:** Make big movements.

**Main part 1: Tunnel elephant tag****Time:** 10 min**Equipment/accompaniment:** No equipment**How to play**

Ask the children to spread out on the playing area. Choose 3 or more catchers (depending on the class size). When a child is tagged, he/she has to stay where he/she is with legs spread apart to make a tunnel. The tagged child can be freed when another child crawls through the elephant's legs. The game is finished when all the children are tagged.

**Goal of the game**

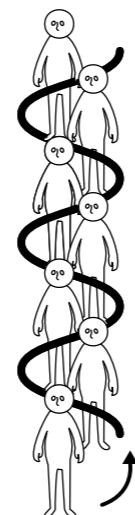
Develop an inner awareness of the body and its relationship to space.

**What to watch for:** Define the playing area before starting the game.

**Main part 2: Snake run****Time:** 10 min**Equipment/accompaniment:** No equipment**How to play**

The class is divided into groups of equal size. Each group is placed in a line. The learners will pretend to ski down a mountain with lots of twists and turns, just like a real slalom race.

- The learner in the back starts first and winds through the other learners until he/she is in the front.
- Then the 'new' last child starts winding through to the front.
- As soon as the learner reaches the front, he/she must sit. The group with all learners seated wins. Repeat the game again but switch positions of learners in the line.

**Main part 2 continued: Snake run****Goal of the game**

Develop an awareness of the body and its relationship to space and avoid obstacles.

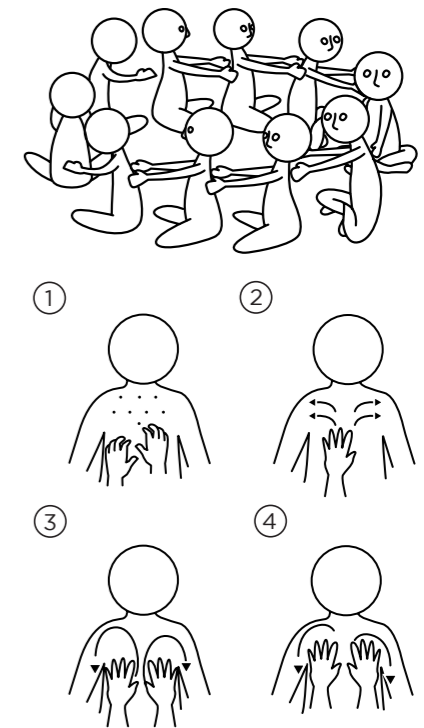
**What to watch for:** Only one child per group is running at a time.

**Cool down: Massage in a circle****Time:** 5 min**Equipment/accompaniment:** No equipment**How to conduct**

All the children sit in a circle, with each child facing the back of the one in front of them. The learners give the child in front of them a massage for 1 minute. After 1 minute, all children turn around and give the same massage to their neighbour.

You can give instructions on how to massage:

1. It is raining
2. Wipe away the dust
3. Do circles
4. Give the shoulders a gentle kneading as if they were a ball of dough.

**Goal of the game**

Improve the body concept and be gentle with the other children.

**What to watch for:** Keep an eye on children who are putting in too much or too little effort while giving massages.



5

**MY BODY: Body Concept**

Term 1 | Lesson 5 | Time: 30 min

**Equipment**

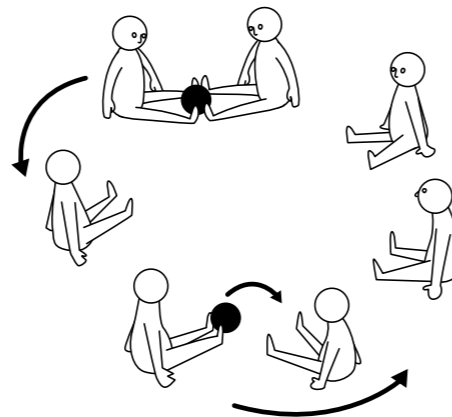
- 4 balls
- 4 hoops
- Cones

**Introduction: Pass the ball**

Time: 5 min

**Equipment/accompaniment:** 2-4 balls**How to play**

All the learners form a circle. Depending on the size of the group, hand out 2, 3 or 4 balls and make sure they're spaced evenly apart from each other. With the start signal, the balls are passed around as quickly as possible without touching the floor. The goal is that the balls never catch up with each other. If you want to make more of a competition out of it, form a double circle, so that you have two separate groups who can challenge each other.



No matter if you form one or two circles, the game can be played in different ways:

1. Pass the ball with hands
2. Pass the ball between the legs
3. Pass the ball backwards over the head
4. Sit on the floor and only use your feet to trap and pass the ball.

**Goal of the game**

Learners develop an awareness for their body and its relationship to objects.

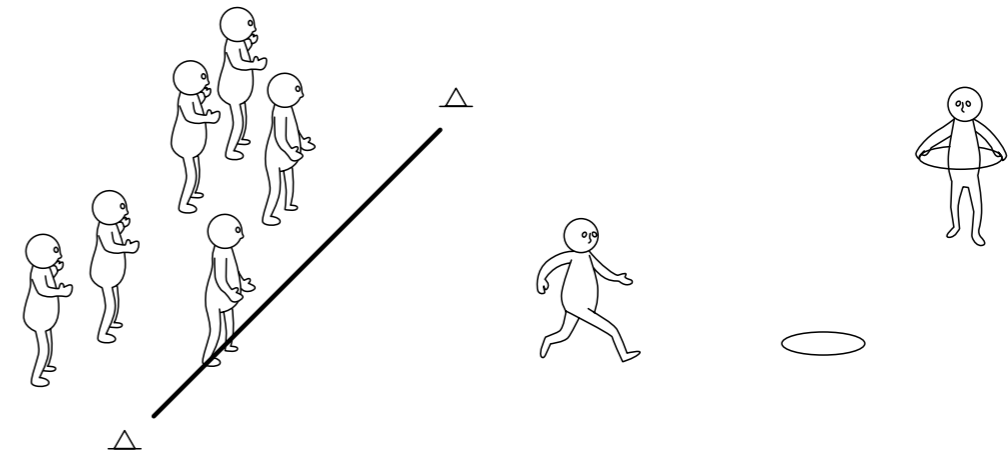
**What to watch for:** Do not choose balls that are too small or difficult to control. (Use netballs or soccer balls if possible).

**Main part 1: Hoop relay race**

Time: 10 min

**Equipment/accompaniment:** 4 hoops and cones**How to play**

Make teams with about 6 learners in each team. Pick a start and finish line, and put a hoop behind the finish line for each team. All teams line up at the starting line. After your starting signal, the first learner in each team will run, jump through the hoop, and come back to his/her group. After a hand clap, the next child will start running. When all the learners have climbed through the hoop and are back at the start line, the game is over and the fastest team wins. If time permits the game can be played again.

**Goal of the game**

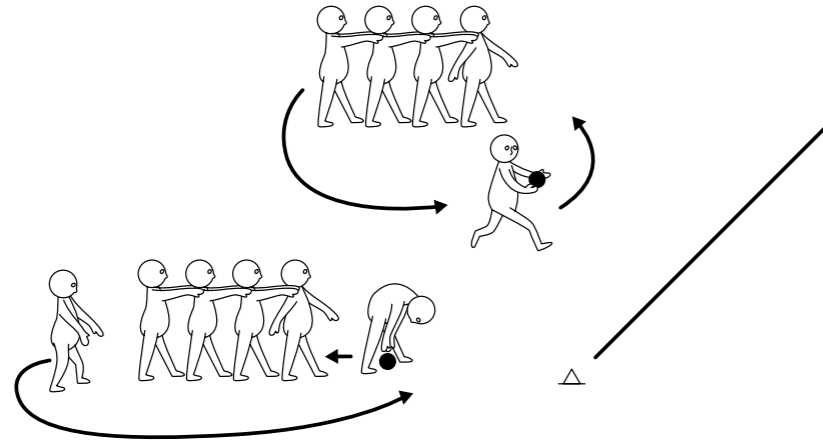
Control the body in such a way that the learner can move around freely and improve the awareness of the body's relationship to objects.

**What to watch for:** If you do not have enough hoops, tie the ends of a rope together to make a circle for the children to climb through. If cones are not available empty bottles can be used as place markers.



**Main part 2: Tunnel relay race****Time:** 10 min**Equipment/accompaniment:** Balls**How to play**

Form teams of around 6 children. Set a starting and a finish line. All teams line up at the starting line. Within every group, the learners hold onto the shoulders of the learner in front of them. The learner at the back holds a ball in his/her hands. After your starting signal the last learner starts running to the front position and rolls the ball back between the legs of all group members. When the ball arrives at the last learner, he/she picks up the ball and runs to the front. The group that gets to the finish line first wins.

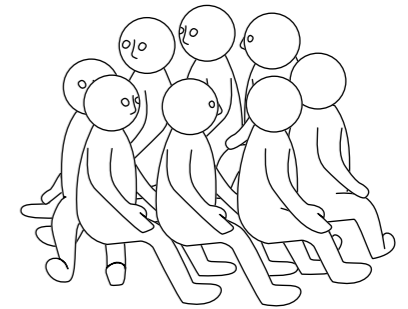
**Goal of the game**

Improve the body's relationship to objects and space.

**What to watch for:** All children have to hold on to the shoulders of the child in front of them. It helps to keep the gaps between them small.

**Cool down: Take a seat****Time:** 5 min**Equipment/accompaniment:** No equipment**How to conduct**

Ask the learners to stand in a circle back-to-back. When everyone is ready, you give the starting signal 'sit'. Everyone sits on his or her neighbour's knees. If possible, try to walk round the seated circle. As a variation repeat the other way as well.

**Goal of the game**

Everyone has to work together and stay in the circle.

**What to watch for:** Give clear signals.



6

**MY BODY: Body Concept**

Term 1 | Lesson 6 | Time: 30 min

**Equipment**

- Pictures of the exercises
- Hoop

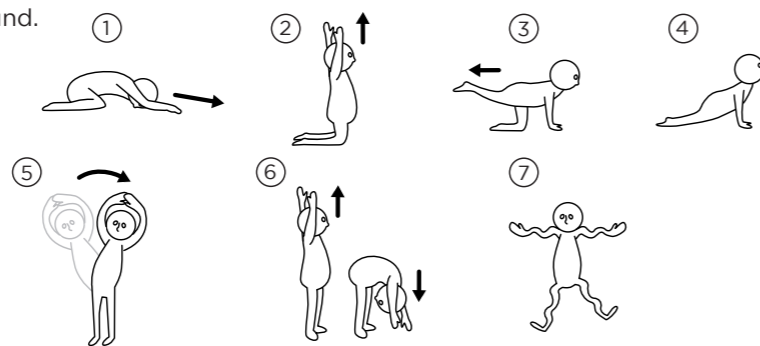
**Introduction: Get up with Kazi**

Time: 5 min

**Equipment/accompaniment:** No equipment**How to conduct**Let's stretch with *Kazi*.

1. Get into a kneeling position and bend over until your upper body is lying on your legs. Both your hands should be touching the ground in front of your head. Inhale and exhale slowly and deeply and stay in this position for about 3 breaths.
2. Sit up and try to touch and reach to the sky, staying on your knees.
3. Come down into a crawling or all-fours position and try to extend one leg. Change to your other leg.
4. Lay down on your stomach with your hands positioned under your shoulders. Now push yourself up until your arms are straight. Look up to the sky.
5. Slowly stand up and bring your hands together above your head. Now slowly bend to one side. Stay there for 3 seconds and come back to the middle. Now bend to the other side.
6. Stand up on your tiptoes and stretch your arms and your whole body towards the sky. After 5 to 10 seconds drop your upper body to the ground and let your arms hang down relaxed. Repeat 2 times.
7. Shake your whole body around.

Refer to annex 4

**Goal of the game**

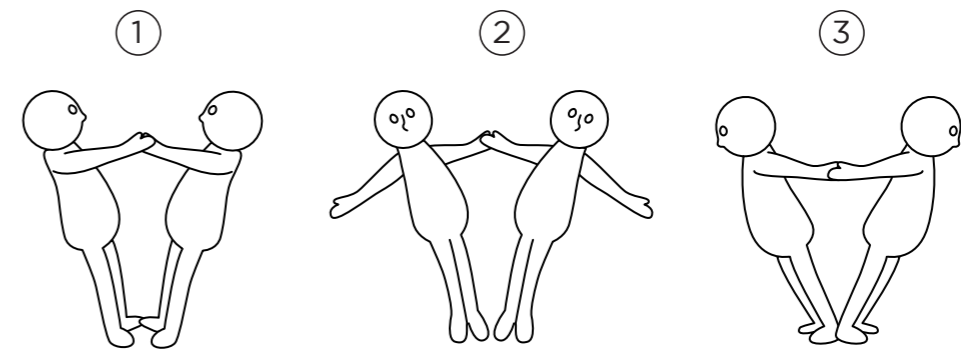
Warming up preparation for the following exercises and improvement of body knowledge.

**What to watch for:** Make sure to use the correct terms for each body part and that all children can see and hear you clearly.**Main part: Partner acrobatics**

Time: 20 min

**Equipment/accompaniment:** Pictures of the exercises**How to conduct**

Organise learners into groups of 2. Encourage them to do these 3 exercises. Demonstrate the exercises using the help of a few groups, then allow the rest to practice. Or alternatively, show them the picture of the exercise. Only continue to the next exercise when both learners in the group have practiced the activity.



Refer to annex 4

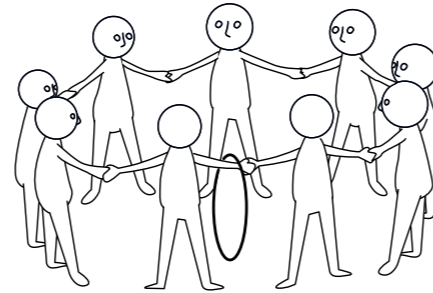
**Goal of the game**

Learners improve their body concept, trusting in others and taking care of others.

**What to watch for:** Keep an eye on the rotation of the positions, so that every child take a turn in securing a role.

**Cool down: Climb through the hoop****Time: 5 min****Equipment/accompaniment:** 1 hoop**How to conduct**

Get the learners to form a circle and hold hands. Place a hoop between 2 children. Without letting their hands go, they must guide the hoop around their whole body. Every child has to climb through the hoop. If the group size is quite big, you can give them 2 or even more hoops.

**Goal of the game**

Every child has to work out his/her own way through the hoop and be aware of his/her neighbours.

**What to watch for:** The children must not let go of the hands.

**7****MY BODY: Body Concept**

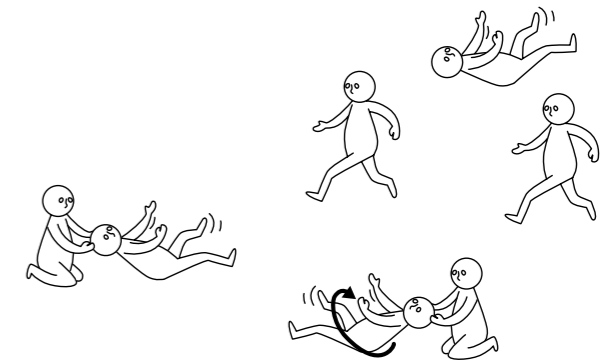
Term 1 | Lesson 7 | Time: 30 min

**Equipment**

- 1 normal dice
- 1 exercise dice

**Introduction: Save the turtle****Time: 10 min****Equipment/accompaniment:** No equipment**How to play**

In this game, depending on the size of the class, two or more children start as catchers and try to tag as many children as possible. Once tagged, a child must lay on his/her back and pretend to be a turtle that can't turn over on their own. Turtles can be freed if another child helps them turn back over. The game ends when all the children have been tagged and are 'turtles' on their back.

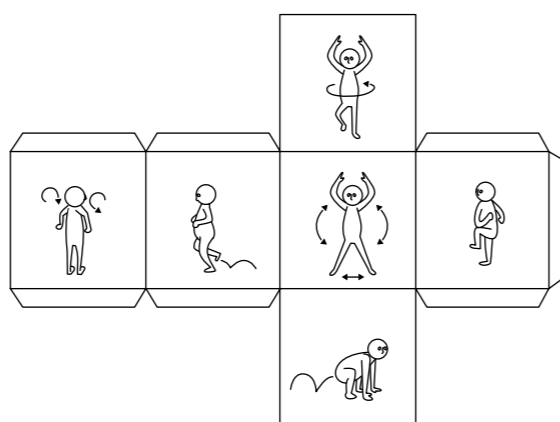
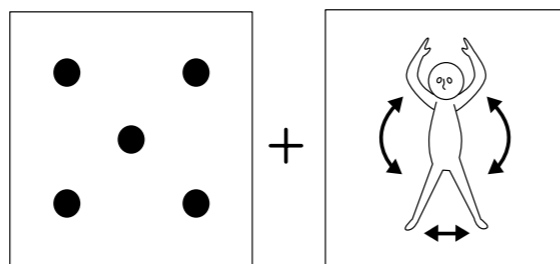
**Goal of the game**

The objective for the children is to stand up and change positions quickly, while watching out for catchers and the other children at the same time.

**What to watch for:** Before starting the game, define the playing area.

**Main part:** What does the dice say?**Time:** 10 min**Equipment/accompaniment:** 1 normal dice and 1 exercise dice**How to carry out**

To play this game, have learners form a big circle. Select one child to roll the normal dice and another child to roll the exercise dice. They should then both come to the middle of the circle and roll their dice. They should announce their rolls to the whole group. For example, if the regular dice rolls a '4' and the exercise rolls 'jumping jacks', the group should do 4 jumping jacks. After the group completes the movement, the two children who rolled the dice can pass them to another child.



The game includes 6 movements. They are:

1. Drawing circles with your shoulders
2. Jumping on one leg
3. Jumping jacks
4. Touching your knee with your opposite elbow
5. Jumping like a frog
6. Full turn.

Refer to annex 5

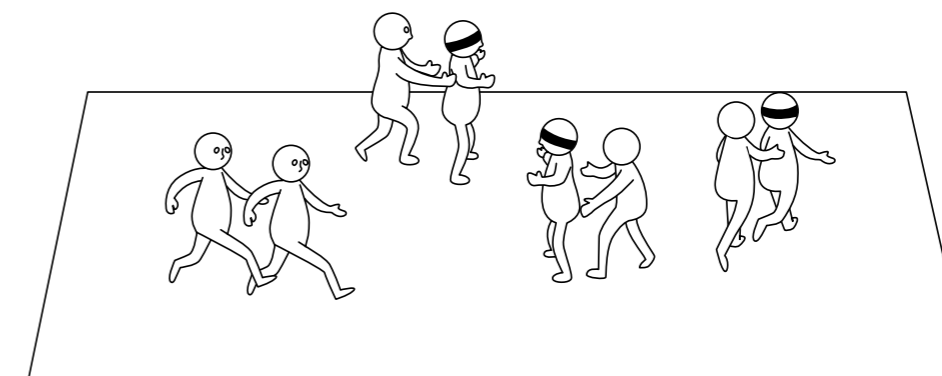
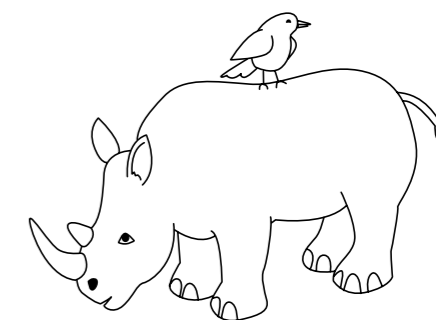
**Goal of the game**

The children will count to six and pair each number with different movements.

**What to watch for:** To prepare for this lesson, cut out and glue the dice. This will save you time and effort as you can reuse the dice in future lessons.

**Cool down:** Help the rhinos to find the way**Time:** 10 min**Equipment/accompaniment:** No equipment**How to play**

Kazi explains to the learners how his friend, the rhino, has poor eyesight and needs birds to ride on his back to guide him. Divide the learners into groups of 2 and assign one learner to be a rhino and the other to be a little bird. Have the groups spread across the playing area. On your signal to begin, have the rhinos close their eyes and start walking. The little birds have to lead their rhino partners by tapping their right or left shoulder to indicate a turn in that direction, and tapping between the learners' shoulder blades to continue walking straight forward. Change roles.

**Goal of the game**

Improve learners spatial awareness of the body to navigate obstacles.

**What to watch for:** Define the boundaries of the playing area. If you have the necessary equipment you could also blindfold the rhinos to increase the level of challenge.



8

**MY FAMILY: Eye-hand-coordination**

Term 1 | Lesson 8 | Time: 30 min

**Equipment**

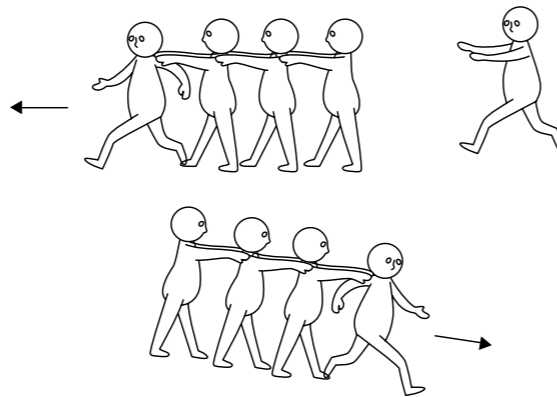
- Cones
- Balls

**Introduction: Bored lions**

Time: 10 min

**Equipment/accompaniment:** No equipment**How to play**

Kazi introduces his family members and shares that when they feel bored, they enjoy playing a game called 'bored lions'. Engage the children by asking about their own family members and whether they too, experience moments of boredom. To play this game, first form groups of around 4 to 6 children and choose one person to be the catcher. Each group should hold onto each other's shoulders, and the catcher will try to tag the last person in one of the groups. The goal for the groups is to work together to cleverly move around the playing area so that the catcher cannot tag the last person in their group. If the catcher tags the last person in the group, he/she goes to the front of the queue and the caught 'tail' becomes the new catcher.

**Goal of the game**

Learn to use the information received through the eyes to guide the hands to perform a movement.

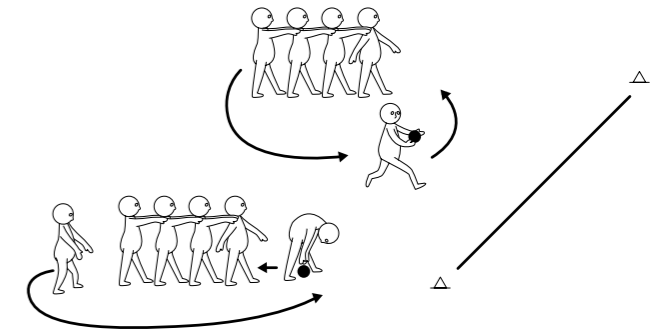
**What to watch for:** Make sure the learners keep holding the shoulders of the person in front of them.

**Main part: Tunnel relay race**

Time: 15 min

**Equipment/accompaniment:** Balls**How to play**

Form teams of around 6 children. Set a starting and a finish line. All teams line up at the starting line. Within every group, have learners hold onto the shoulders of the learner in front of them. The learner at the back holds a ball in his/her hands. After your starting signal the last learner starts running to the front position and rolls the ball back between the legs of all group members. When the ball arrives at the last learner, he/she picks up the ball and runs to the front. The group that gets to the finish line first wins.

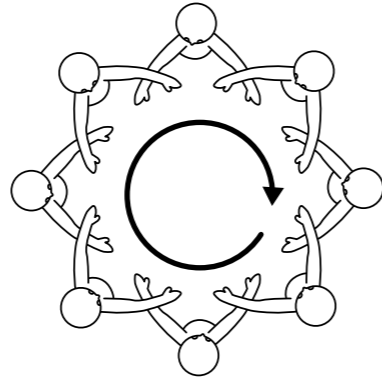
**Goal of the game**

By rolling the ball between their legs, the learners improve their eye-hand coordination.

**What to watch for:** Prevent large gaps between the learners, each learner should hold onto the shoulders of the learner in front of them.

**Cool down: Crossing hands****Time: 5 min****Equipment/accompaniment:** No equipment**How to carry out**

To play this game, have all the learners sit in a circle and either place their hands on their neighbours' left knee or on the floor if they prefer. To begin the round, choose a direction and a starting hand to tap first, and then continue in order around the circle. It is important to keep the order of the hands and not the order of the learners themselves. As the game progresses after a few rounds, you can introduce variations such as changing the direction (signalled by tapping twice) or excluding a hand for making a mistake.

**Goal of the game**

Use your eyes to guide your hand movements.

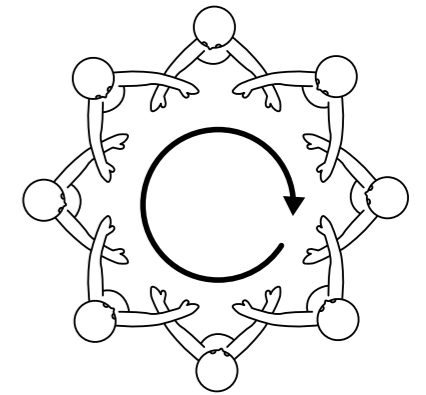
**What to watch for:** If the group is too big and/or one round takes too long, form two circles.

**9****MY FAMILY: Eye-hand-coordination**Term 1 | **Lesson 9** | Time: 30 min**Equipment**

- 4 balls

**Introduction: Crossing hands****Time: 10 min****Equipment/accompaniment:** No equipment**How to carry out**

To play this game, have the learners sit in a circle and either place their hands on their neighbours' left knee or on the floor if they prefer. To begin the round, choose a direction and a starting hand to tap first, and then continue in order around the circle. It is important to keep the order of the hands and not the order of the learners themselves. As the game progresses after a few rounds, you can introduce variations such as changing the direction which is signalled by tapping twice or excluding a hand for making a mistake.

**Goal of the game**

Use your eyes to guide your hand movements.

**What to watch for:** If the group is too big and/or one round takes too long, form two circles.

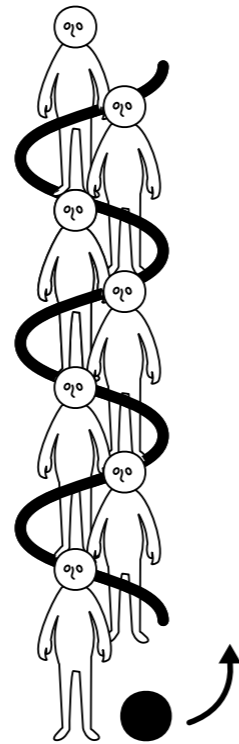
**Main part:** Snake run with a ball

Time: 10 min

Equipment/accompaniment: 4 balls

**How to play**

1. The class is divided into equal size groups and each group is lined up.
2. The children will act out a slalom run, that involves weaving in and out of obstacles. In this game the obstacles are the other children in the line.
3. The last learner in line will hold a ball and weave through the other learners. He/she will need to roll the ball with their hands through the obstacles while making their way to the front of the line.
4. Once the learner reaches the front, they will roll the ball back to the new last learner in line.
5. The game continues as the new last learner weaves through the obstacles.
6. The group that finishes the slalom with all the children having taken a turn, wins.

**Goal of the game**

To improve eye-hand coordination by rolling the ball through the slalom while avoiding obstacles.

**What to watch for:** Make sure the learners stand at an appropriate distance from each other. If they stand too close, it can be difficult to roll the ball through the slalom properly.

**Cool down:** Catch the antelope

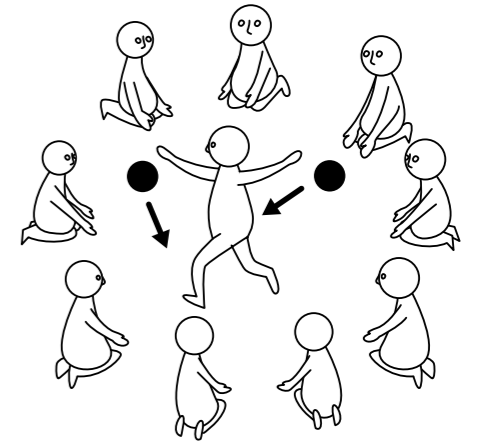
Time: 10 min

Equipment/accompaniment: 4 balls

**How to play**

Have all the children form a circle and kneel down. They will pretend to be a lion pride and try to catch their food (such as an antelope) using balls.

1. Choose up to 4 learners to be the antelopes, depending on the size of the class. They will stand in the middle of the circle while the rest of the children are the lion pride.
2. The lion pride will roll balls towards the antelopes and try to touch their feet. If a ball touches an antelope's foot, he/she becomes a lion and joins the lion pride.
3. The game continues until all the antelope have been caught.
4. To make the game faster and more intense, you can add more balls. Start with two balls and add more as you see fit.

**Goal of the game**

Work as a group and improve the eye-hand coordination.

**What to watch for:** Players should roll the ball, rather than throw it.



10

**MY FAMILY: Eye-foot-coordination**

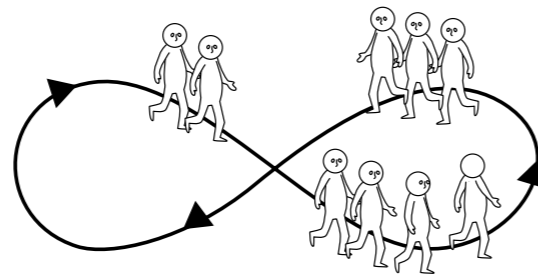
Term 1 | Lesson 10 | Time: 30 min

**Equipment**

- No equipment

**Introduction: Figure eight****Time: 5 min****Equipment/accompaniment:** No equipment**How to conduct**

To begin the game, have all the learners walk behind you. Start by leading the learners in a circle, then start to increase your speed gradually until you are jogging. Now switch to a figure-eight-pattern, ensuring that all learners keep a safe and consistent distance from each other. This will avoid collisions at the crossing point of the figure eight.

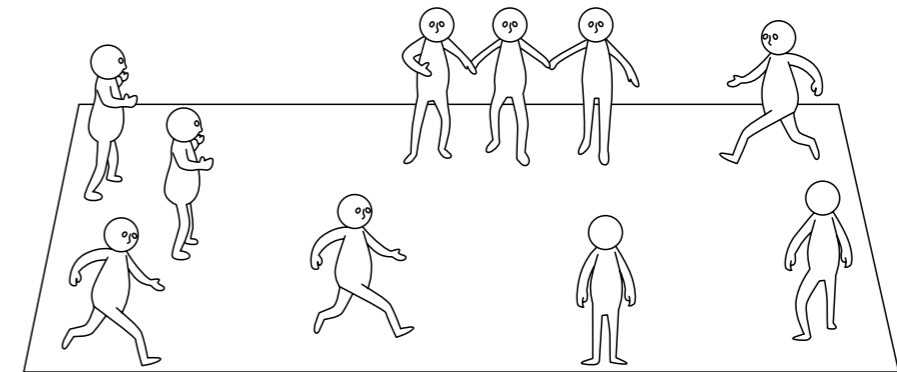
**Goal of the game**

To improve the ability of foot-eye coordination while also warming up for other games.

**What to watch for:** It is important to maintain a steady pace while walking or running, and not going too fast.

**Main part: Chain tag****Time: 15 min****Equipment/accompaniment:** No equipment**How to play**

In this game, the children have forgotten about the time while playing outside together. They have not come home in time, and the parents have to round them up. To start, choose two players to act as the 'parents'. They are the catchers and have to tag the other players, who are 'children'. When a child is caught while being touched they hold hands with one of the parents and run on together. With each caught child the chain of children holding hands becomes longer. The game ends when all the children are caught. Just be careful not to let go of hands while playing.

**Goal of the game**

By following and trying to tag other children, learners practice using their eyes to control the movements of their feet in this game.

**What to watch for:** It is important to define the playing area before the game begins.

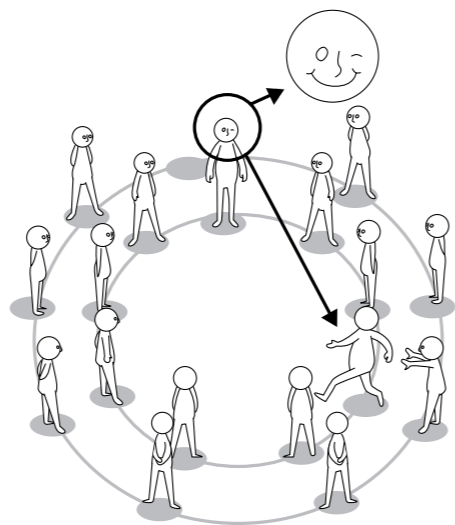


**Cool down: Friend scout****Time:** 10 min**Equipment/accompaniment:** No equipment**How to play**

This game is called 'Blink' and is played with two groups of learners standing in an inner and outer circle. The outer circle learners keep their hands behind their backs, while the inner circle children stand in front of them. One learner is chosen as the 'blinker' and stands alone in the middle of the circle. The blinker blinks at a child in the inner circle. As soon as the learner blinks, the learner in the inner circle must quickly run towards the blinker, while their partner from the outer circle tries to hold them back with their arms. When the learner from the inner circle successfully breaks free and reaches the blinker, he/she becomes the next blinker.

However, if the child from the outer circle is successful in holding his/her partner back, the blinker chooses another child from the inner circle.

The game continues until every learner has a turn as a blinker.

**Goal of the game**

The learners have to focus on the eyes of the blinker and be very attentive.

**What to watch for:** The children from the outer circle should keep their hands behind their back.

**11****MY FAMILY: Eye-foot-coordination**

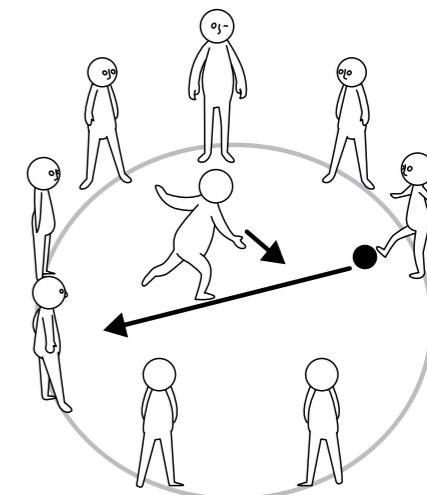
Term 1 | Lesson 11 | Time: 30 min

**Equipment**

- Cones
- Balls

**Introduction: The one in the middle****Time:** 5 min**Equipment/accompaniment:** No equipment**How to play**

To play this game form groups of 10 to 12 learners and have each group stand in a circle with a ball. One learner from the group is asked to stand in the middle. The learners in the circle try to pass the ball to each other using their feet while the learner in the middle tries to steal the ball. If he/she succeeds, they swap places with the last child who touched the ball.

**Goal of the game**

To enhance hand-eye coordination and reaction time and learn how to control body movements directed by their eyes.

**What to watch for:** Learners are not allowed to do high passes or kicks.

**Main part:** Partner relay race

Time: 20 min

**Equipment/accompaniment:** Cones**How to play**

For this relay race divide the children into groups of around 8 learners and define a starting and a finishing line. Have all teams line up at the starting line. Within each group, have the children pair up in twos. Explain that the race will consist of four rounds, each with a slightly different challenge, but always involving pairs. After your starting signal, the first pair should run to the finish line and come back, high-five with the next pair and they start running. A round is complete when all pairs have finished and are seated behind the starting line.

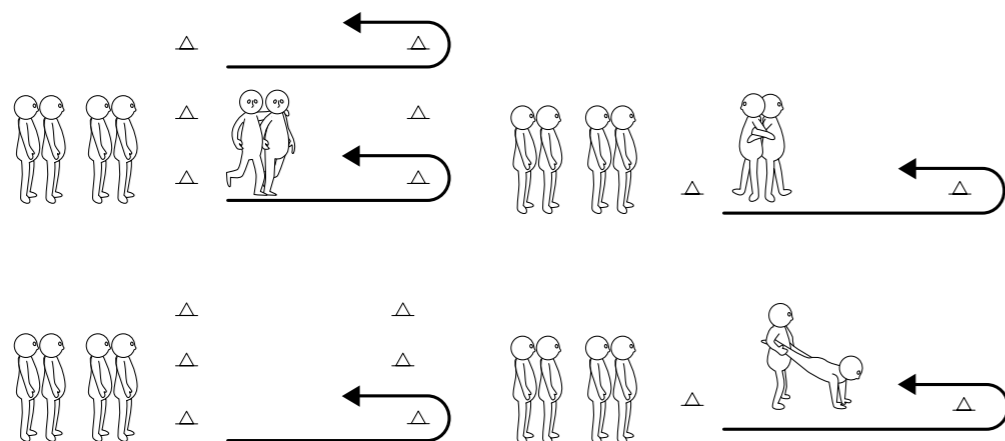
Before each round, demonstrate the new way of walking/running as follows:

Round 1: The pair links two arms.

Round 2: The pair walks back-to-back, linking all four arms.

Round 3: The pairs should hold a ball between their stomachs, without using their arms or hands.

Round 4: The pair does the wheelbarrow-walk and changes positions in the middle. If this is too challenging, have learners repeat one of the previous rounds.

**Goal of the game**

1. To improve coordination between eyes and feet while responding unpredictable movements from partners.
2. To encourage respectful communication and interaction with partners even in a competitive environment.

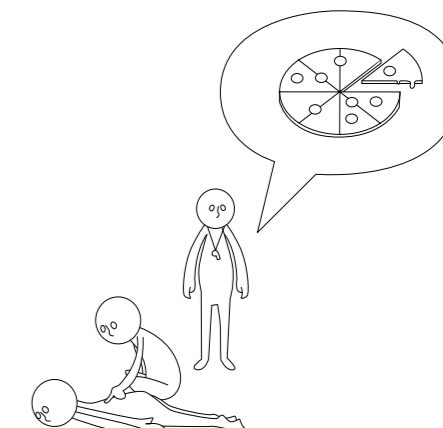
**What to watch for:** Before starting each new round, provide a demonstration of the new walking or running technique that will be used.

**Cool down:** Making pizza

Time: 5 min

**Equipment/accompaniment:** No equipment**How to conduct**

Ask the learners to pair up and sit one behind each other. One learner will be the massage giver and the other will be the receiver. The receiver should turn his/her back to the giver. As the teacher, tell a 'massage story' (see below) while making the matching movements in the air or demonstrate with a learner if needed. The learner giving the massage should use their hands to imitate your movements on the back of his/her partner. After one round, roles change.



Instructions for the 'pizza' massage story:

1. 'Sprinkle a little bit of flour on the table to prevent the dough from sticking.'
2. 'Place the dough on the table.'
3. 'Gently knead the dough.'
4. 'Cut and prepare some toppings, such as onions and tomatoes.'
5. 'Place the dough back on the table.'
6. 'Roll the dough out to make it flat and big.'
7. 'Add the toppings by springling them on top of the dough.'
8. 'Place the pizza in the hot oven.'
9. 'Cut the pizza to share it.'
10. 'Pretend to eat the pizza.'
11. 'Wipe away the crumbs.'

**Goal of the game**

Experience relaxation.

**What to watch for:** Tell the story in an expressive way and vary your tone of voice.



12

**MY HOME: Gross motor movements**

Term 2 | Lesson 12 | Time: 30 min

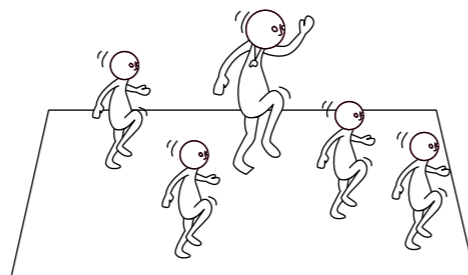
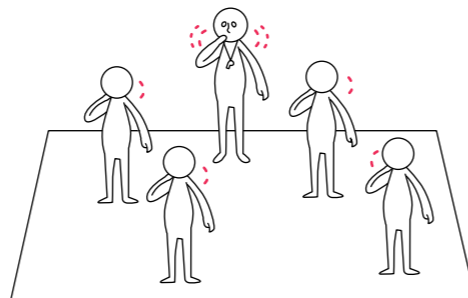
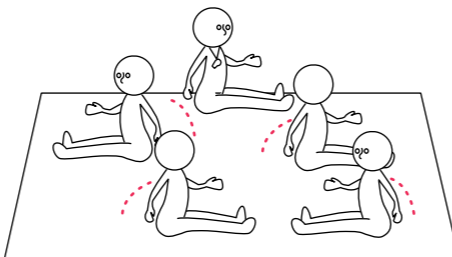
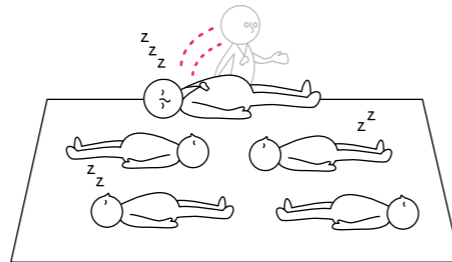
**Equipment**

- Cones
- Balls

**Introduction: Late for school****Time: 10 min****Equipment/accompaniment:** No equipment**How to conduct**

Have the learners gather around you so they can see and hear you well. Explain that you'll be pretending to get ready for school together. Start by pretending you are sleeping. Now wake up and realize you are late for school! Give the following commands in order, and have the learners act them out:

1. 'Wake up, you are late for school'
2. 'Run to the bathroom'
3. 'Brush your teeth'
4. 'Wash your face'
5. 'Run down stairs'
6. 'Eat breakfast'
7. 'Oops! You forgot to put your clothes on'
8. 'Run back upstairs and put on your shirt, pants and socks'
9. 'Run back downstairs'
10. 'Oops! You forgot your bag upstairs. Got get it'
11. 'Run back upstairs'
12. 'Take your bag'
13. 'Now run downstairs'
14. 'Open the door and start running'
15. 'Oops! You forgot your shoes'
16. 'Run back to your house'
17. 'Open the door'
18. 'Put on both shoes'
19. 'Go outside and close the door'
20. 'Start running'
21. 'Balance over a little bridge'
22. 'Duck under a fallen tree'
23. 'Finally you have arrived at school. You are tired, but you made it.'

**Introduction continued: Late for school**

Refer to annex 6

**Goal of the game**

Pay attention to the teacher as they explain a special morning routine.

**What to watch for:** Perform the movements as fast and as big as you can.

*Kazi says*  
**Hooray! We made it to school.**



**Main part:** Partner relay race

Time: 15 min

**Equipment/accompaniment:** Cones and balls**How to play**

For this relay race divide the children into groups of around 8 learners and define a starting and a finishing line. Have all teams line up at the starting line. Within each group, have the children pair up in twos. Explain that the race will consist of four rounds, each with a slightly different challenge, but always involving pairs. After your starting signal, the first pair should run to the finish line and come back, high-five with the next pair and they start running. A round is complete when all pairs have finished and are seated behind the starting line.

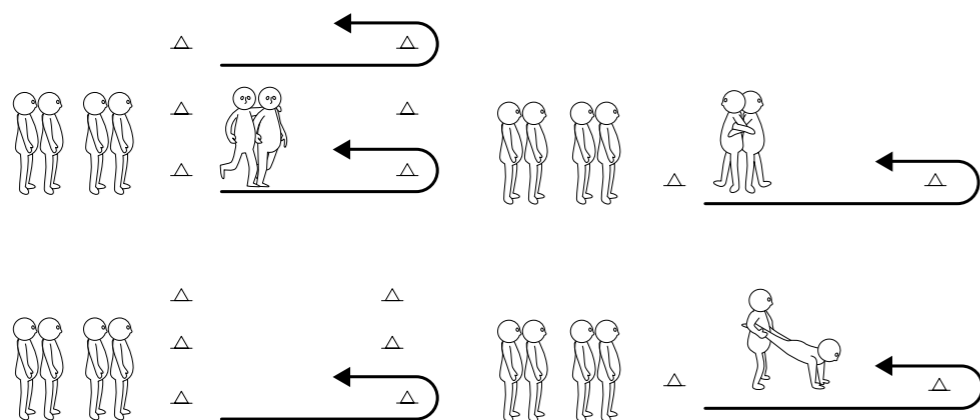
Before each round demonstrate the new way of walking/running as follows:

Round 1: The pair links two arms

Round 2: The pair walks back-to-back linking all four arms

Round 3: The pairs should hold a ball between their stomachs, without using their arms or hands

Round 4: The pair does the wheelbarrow-walk and changes positions in the middle. If this is too challenging, have the learners repeat one of the previous rounds.

**Goal of the game**

1. To improve coordination between eyes and feet while responding to unpredictable movements from partners.
2. To encourage respectful communication and interaction with partners even in a competitive environment.

**What to watch for:** Before starting each new round, provide a demonstration of the new walking or running technique that will be used.

**Cool down:** Relax your body

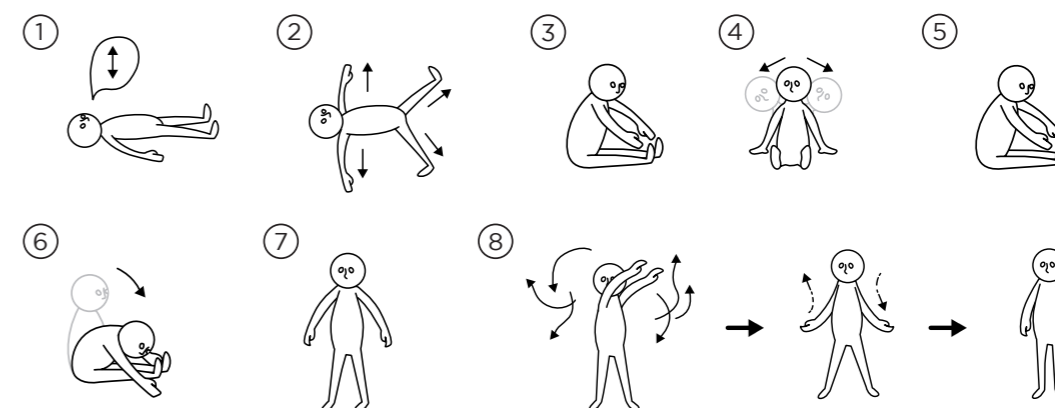
Time: 5 min

**Equipment/accompaniment:** No equipment**How to conduct**

Gather the learners in a circle. Give instructions for simple relaxation and stretching exercises. Make sure to use the exact names of the body parts involved, such as 'Raise your arms above your head' or 'Bend forward and touch your toes.'

Examples of instructions could be:

1. 'Lie down on your back and take deep breathes in and out very slowly.'
2. 'Stretch your arms and legs as far away from your body as possible, like someone is pulling on them.'
3. 'Slowly sit up and touch your toes with your fingers.'
4. 'Place your hands beside your hips and slowly try to touch your shoulders with your ear, one at a time.'
5. 'Sit up straight and reach up to the sky with both of your hands.'
6. 'Let your upper body sink over your legs, and if you can, let your forehead touch your knees.'
7. 'Slowly stand up and imagine being a tree rooted to the ground.'
8. 'Move your arms like branches swaying in the wind. First, there is a big and wild storm, then the wind becomes weaker and weaker until it stops completely.'

**Goal of the game**

Listen to instructions and move specific parts of the body.

**What to watch for:** Speak slowly and clearly to help the learners understand the instructions. You can also play a soft song while doing the activities to make it more fun and enjoyable.



13

**MY HOME: Gross motor movements**

Term 2 | Lesson 13 | Time: 30 min

**Equipment**

- No equipment

**Introduction: Get up with Kazi**

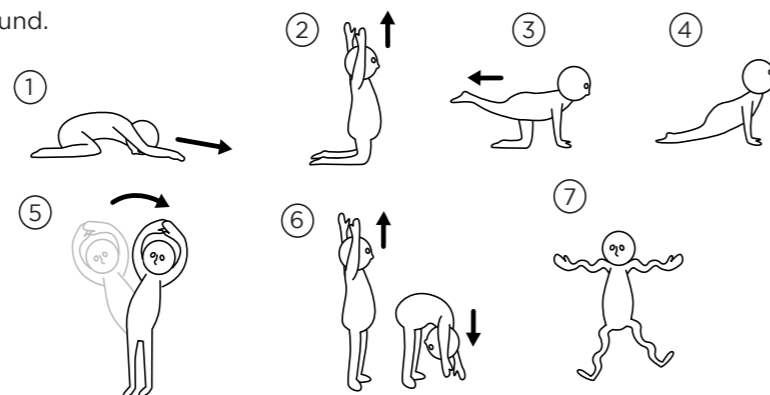
Time: 5 min

**Equipment/accompaniment:** No equipment**How to conduct**

Imagine getting up with *Kazi*. Now let's do the following activities with *Kazi*.

1. Get into a kneeling position and bend over until your upper body is lying on your legs. Both your hands should be touching the ground in front of your head. Inhale and exhale slowly and deeply and stay in this position for about 3 breaths.
2. Sit up and try to reach to the sky, staying on your knees.
3. Come down into a crawling or all-fours position and try to extend one leg. Change to your other leg.
4. Lay down on your stomach with your hands positioned under your shoulders. Now push yourself up until your arms are straight. Look up to the sky.
5. Slowly stand up and bring your hands together above your head. Now slowly bend to one side. Stay there for 3 seconds and come back to the middle. Now bend to the other side.
6. Stand up on your tiptoes and stretch your arms and your whole body towards the sky. After 5 to 10 seconds drop your upper body to the ground and let your arms hang down relaxed. Repeat 2 times.
7. Shake your whole body around.

Refer to annex 7

**Goal of the game**

Warming up, preparation for the following exercises and improvement of body knowledge.

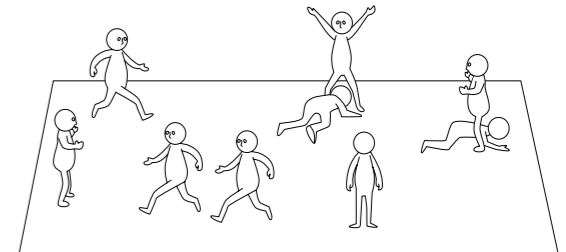
**What to watch for:** Make sure to use the correct terms for each body part and that all children can see and hear you clearly.

**Main part: Tunnel tag**

Time: 15 min

**Equipment/accompaniment:** No equipment**How to play**

In this game learners should spread out in an open area. Choose 3 or more 'catchers', depending on the class size. The job of the catchers is to try to touch other learners. If a learner is tagged, they have to stand still with their legs apart, creating a tunnel. The tagged learner can be freed when a learner crawls through the tunnel. The game ends when all the learners have been tagged.

**Goal of the game**

Help learners to become more aware of their body and how it interacts with the space around them.

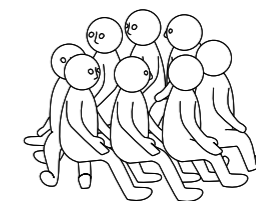
**What to watch for:** Before starting the game, make sure to set the boundaries of the playing area.

**Cool down: Take a seat**

Time: 10 min

**Equipment/accompaniment:** No equipment**How to conduct**

Ask the learners to stand in a circle back-to-back. When everyone is ready, you give the starting signal 'sit'. Everyone sits on his/her neighbour's knees. If possible, try to walk in or around the circle when all learners are sitting. As a variation, try the other direction as well.

**Goal of the game**

Everyone has to work together and stay in the circle.

**What to watch for:** Give clear signals.



14

**MY HOME: Gross motor movements**

Term 2 | Lesson 14 | Time: 30 min

**Equipment**

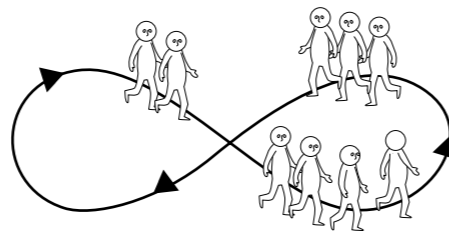
- None

**Introduction: Figure eight**

Time: 5 min

**Equipment/accompaniment:** No equipment**How to conduct**

To begin the game, have all the learners walk behind you. Start by leading the learners in a circle, then increase your speed gradually until you are jogging. Now switch to a figure-of-eight patter, ensuring that all learners keep a safe and consistent distance from each other. This will avoid collisions at the crossing point of the figure eight.

**Goal of the game**

To improve the ability to develop foot-eye coordination, while also warming up for the games.

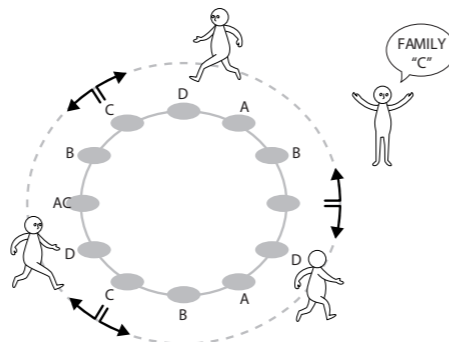
**What to watch for:** It is important to maintain a steady pace while walking or running, and not going too fast.

**Main part: Coming back home**

Time: 15 min

**Equipment/accompaniment:** No equipment**How to play**

In this game each learner is assigned a typical family surname, and depending on the class size, each family consists of 5 to 8 family members. The teacher calls out one of the surnames and all the learners belonging to that family run around the circle and try to be the first one to return to their own spot. The winner gets to call the next surname for the next round of the game. The goal of the game is to run as fast as you can and be the first one back in your own spot.

**Main part continued: Coming back home****Goal of the game**

To improve the coordination of arms and legs, learners need be attentive and quick to react.

**What to watch for:** Select surnames that are easy for the learners to remember.

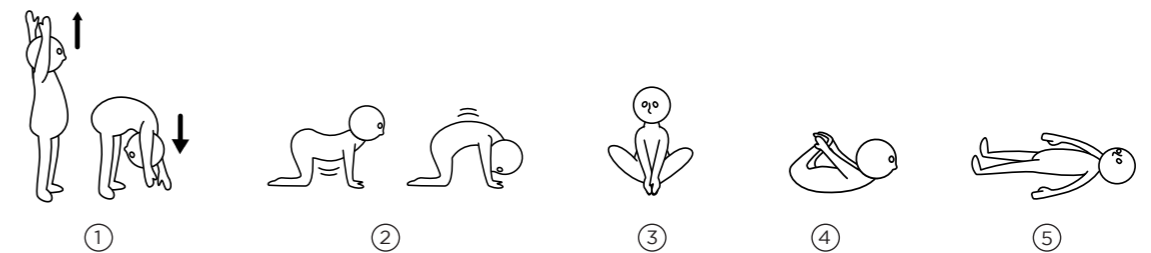
**Cool down: Stretch before bed**

Time: 10 min

**Equipment/accompaniment:** No equipment**How to conduct**

Let the learners know it is going to be 'bedtime' soon. But before going to bed, encourage them to stretch their bodies. Here's a simple stretching routine:

1. Stand on your tiptoes and stretch your arms up towards the sky, stretching your whole body. Then after 5 to 10 seconds let your upper body fall and your arms hang down loosely.
2. Move into the cat and cow pose by starting on all fours with your spine and neck in a neutral position. Then inhale as you lower your belly towards the ground and lift your neck and head up slowly. Exhale, and do a cat-like arch by pulling your spine towards the sky and pointing your chin towards your chest. Alternate between the two poses.
3. Move into the butterfly stretch by sitting down with the soles of your feet together and holding onto your feet with your hands. Place your elbows on your knees and lean forward slightly.
4. Now do the bow pose and lie on your belly. Bend your legs, grasping your ankles with your hands. Hold the position for around 5 seconds.
5. Finally, encourage the learners to get comfortable in their beds and breathe in and out slowly.

**Goal of the game**

To help learners understand the difference between tension and relaxation of the body.

**What to watch for:** Try speaking slowly to ensure all learners can follow along.



15

**MY SCHOOL: Laterality/Directionality**

Term 2 | Lesson 15 | Time: 30 min

**Equipment**

- Foot cards
- Normal dice
- Exercise dice
- Blindfolds

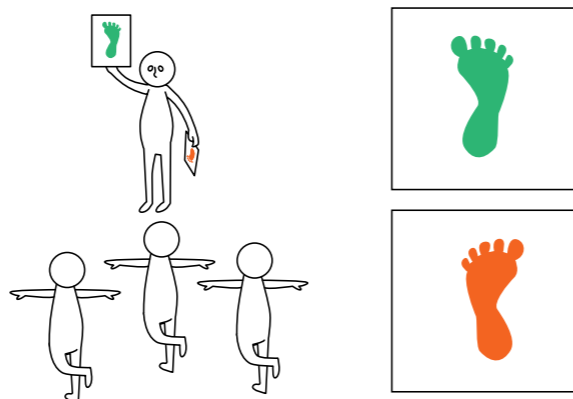
**Introduction: Stay on track**

Time: 5 min

**Equipment/accompaniment:** 2 foot cards (1 orange for the left foot and 1 green for the right foot)

**How to conduct**

Gather the learners in front of you in a clear space, so they can see you well. Show the learners the two foot-cards, one orange for the left foot and one green for the right foot. Demonstrate to the learners how to use the foot-cards by holding up one foot-card and hopping on the corresponding foot. For example, if you hold up the orange left foot-card, hop on your left foot. Repeat this a few times with each foot-card so the learners understand the concept. Then, show the learners how to use both foot-cards by holding up the foot-cards and hopping on both feet at the same time. Start slowly and give the learners time to practice. As they become more comfortable with the exercise, gradually increase the speed.



Refer to annex 8

**Goal of the game**

The children learn to distinguish between their right and left sides.

**What to watch for:** To help learners who are struggling to distinguish between their left and right sides, let them know it is a common mix-up. Reinforce the concept of 'green' and 'orange' by repeating what the colours mean.

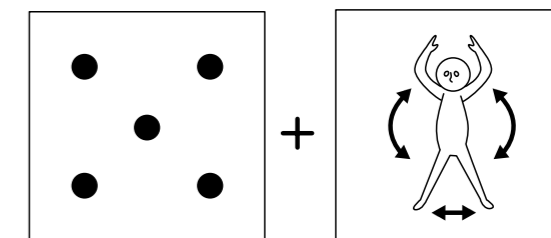
**Main part: What does the dice say?**

Time: 15 min

**Equipment/accompaniment:** 2 dice

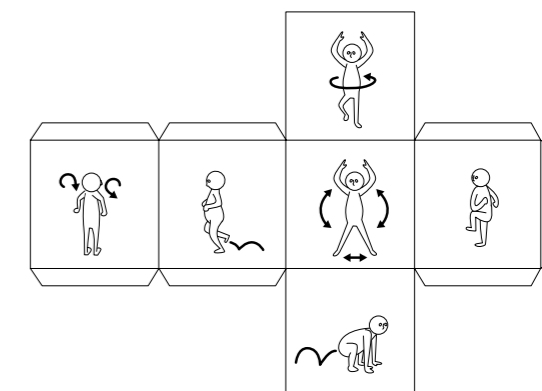
**How to conduct**

To play this game, have learners form a big circle. Select one child to roll the normal dice and another learner to roll the exercise dice. They should then both come to the middle of the circle and roll their dice. They should announce their rolls to the whole group. For example, if the regular dice rolls a '4' and the exercise rolls 'jumping jacks', the group should do 4 jumping jacks.



After the group completes the movement, the children who rolled the dice can pass them to another child. The game includes 6 movements. They are:

1. Drawing circles with your shoulders
2. Jumping on one leg
3. Jumping jacks
4. Touching your knee with your opposite elbow. For example, right knee with left elbow
5. Jumping like a frog
6. Full turn.



Refer to annex 8

**Goal of the game**

To help the learners develop an inner awareness of the right and left sides, as well as their mid-line of their body, while also introducing basic numeracy skills when throwing the dice.

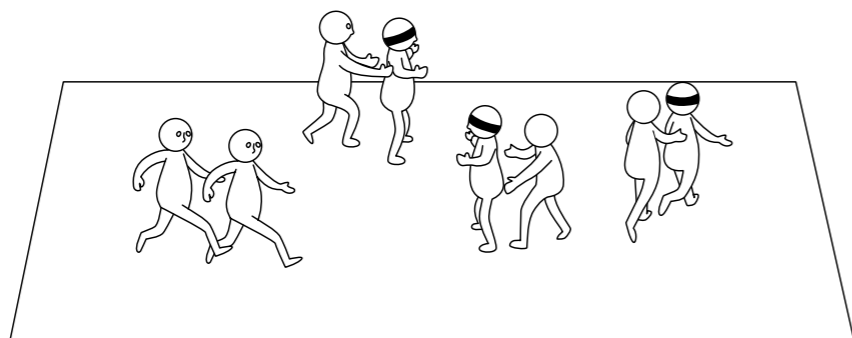
**What to watch for:** To ensure all the learners are actively engaged in listening and participating with the two learners who are throwing the dice.

**Cool down:** Help the rhino to find the way

Time: 10 min

**Equipment/accompaniment:** Blindfolds**How to play**

Kazi tells the learners how his friend, the rhino, has poor eyesight and needs birds to ride on his back to guide him. Divide the learners into groups of 2 and assign one learner to be a rhino and the other to be a little bird. The rhinos can now put their blindfolds on with the help of their partner. Have the groups spread across the playing area. On your start signal, have the rhinos walk blindfolded with the little birds leading their partners by tapping their right or left shoulder to indicate a turn in that direction, and tapping between the learners' shoulder blades to continue walking straight forward. Change roles.

**Goal of the game**

The learners develop their awareness of their body's position in relation to space and directions.

**What to watch for:** Define the boundaries of the playing area. If you don't have the necessary equipment to blindfold the rhinos, have the learners close their eyes.



16

**MY SCHOOL: Laterality/Directionality**

Term 2 | Lesson 16 | Time: 30 min

**Equipment**

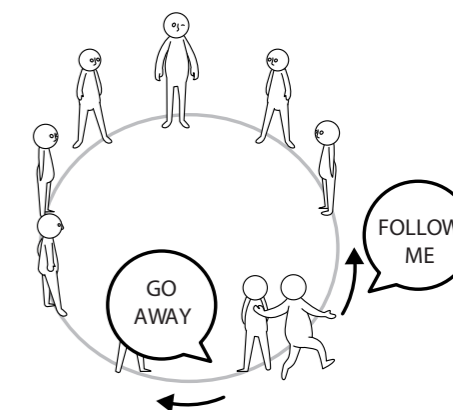
- Balls

**Introduction:** Follow me, go away

Time: 10 min

**Equipment/accompaniment:** No equipment**How to play**

All the children stand in a circle, and one child walks around the circle and randomly touches another child's back. They say either 'follow me' or 'go away'. If they say 'follow me', the child they touched runs in the same direction as them. If they say 'go away', the child the touched runs in the opposite direction. The goal is to be the first one to return to the same gap where they were standing. The child who loses continues the game as the one saying 'follow me' or 'go away'.

**Goal of the game**

The learners experience direction in relation to the external world.

**What to watch for:** If a child loses more than two times, designate a new learner to walk around the circle.



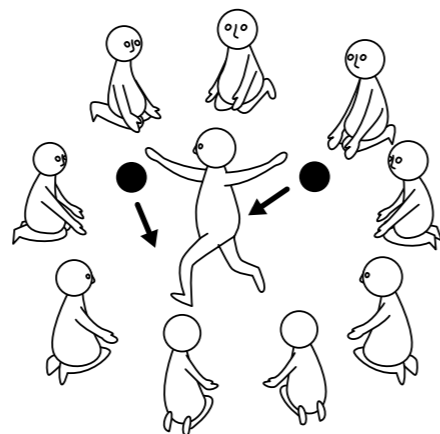
**Main part:** Catch the antelope

Time: 10 min

**Equipment/accompaniment:** Balls**How to play**

Have all the children form a circle and kneel down. They will pretend to be the lion pride and try to catch their food (for example an such as an antelope) using balls.

1. Choose 2 to 4 learners to be the antelopes, depending on the size of the class. They will stand in the middle of the circle while the rest of the children are the lion pride.
2. The lion pride will roll balls towards the antelopes and try to touch their feet. If a ball touches an antelope's foot, he/she becomes a lion and joins the lion pride.
3. The game continues until all the antelope have been caught, and are no more left.
4. To make the game faster and more intense, you can add more balls. Start with two balls and add more as you see fit.

**Goal of the game**

Work as a group and improve the eye-hand coordination.

**What to watch for:** Players should roll the ball, rather than throw it.

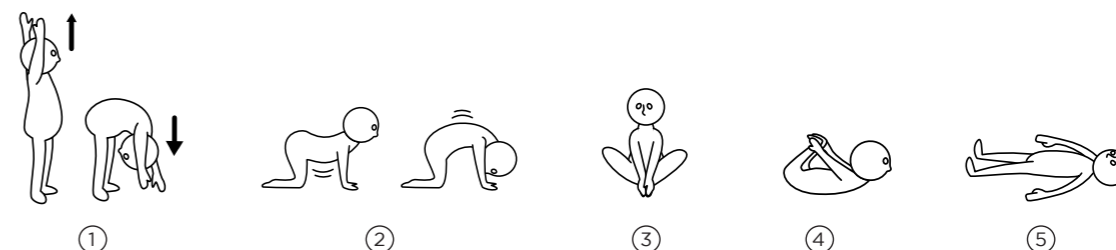
**Cool down:** Stretch before bed

Time: 10 min

**Equipment/accompaniment:** No equipment**How to conduct**

Let the learners know it is going to be 'bedtime' soon. But before going to bed, encourage the learners to stretch their bodies. Here's a simple stretching routine:

1. Stand on your tiptoes and stretch your arms up towards the sky, stretching your whole body. Then after 5 to 10 seconds let your upper body fall and your arms hang down loosely.
2. Move into the cat and cow pose by starting on all fours with your spine and neck in a neutral position, and then inhale as you lower your belly towards the ground and lift your neck and head up slowly. Exhale, and do a cat-like arch by pulling your spine towards the sky and pointing your chin towards your chest. Alternate between the two poses.
3. Move into the butterfly stretch by sitting down with the soles of your feet together and holding onto your feet with your hands. Place your elbows on your knees and lean forward slightly.
4. Now do the bow pose and lie on your belly and bend your legs, grasping your ankles with your hands. Hold the position for around 5 seconds.
5. Finally, encourage the learners to get comfortable in their beds and breathe in and out slowly.

**Goal of the game**

To help learners understand the difference between tension and relaxation of the body.

**What to watch for:** Try speaking slowly to ensure all the learners can follow along.



17

**MY SCHOOL: Fine muscle movements**

Term 2 | Lesson 17 | Time: 30 min

**Equipment**

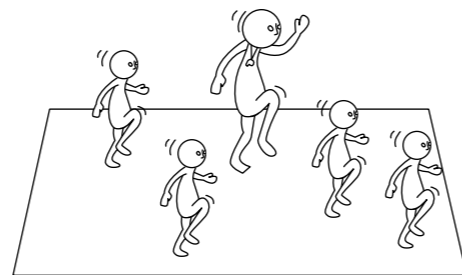
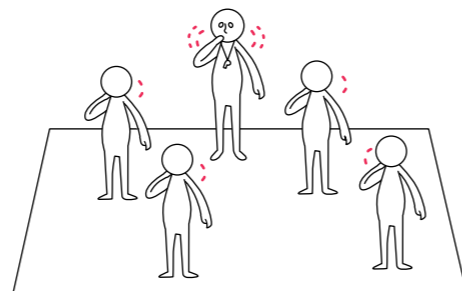
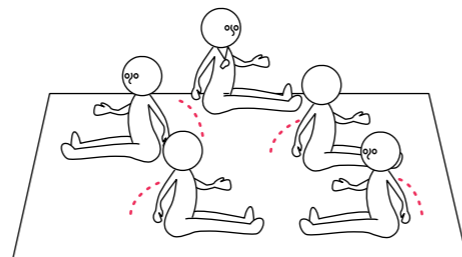
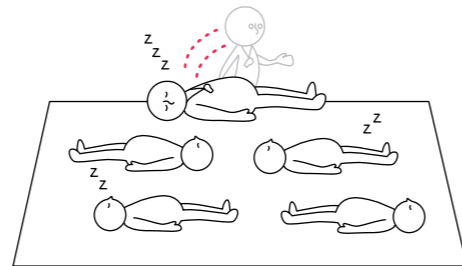
- Tails/Material

**Introduction: Late for school****Time: 10 min****Equipment/accompaniment:** No equipment**How to conduct**

Have the learners gather around you so they can see and hear you well. Explain that you'll be pretending to get ready for school together. Start by pretending you are sleeping. Now wake up and realize you are late for school!

Give the following commands in order, and have the learners act them out:

1. 'Wake up, you are late for school.'
2. 'Run to the bathroom.'
3. 'Brush your teeth.'
4. 'Wash your face.'
5. 'Run down stairs.'
6. 'Eat breakfast.'
7. 'Oh no! You forgot to put your clothes on.'
8. 'Run back upstairs and put on your shirt, pants and socks.'
9. 'Run back downstairs.'
10. 'Oops! You forgot your bag upstairs.'
11. 'Run back upstairs and get it.'
12. 'Take your bag.'
13. 'Now run downstairs.'
14. 'Open the door and start running.'
15. 'Oops! You forgot your shoes.'
16. 'Run back to your house.'
17. 'Open the door.'
18. 'Put on both shoes.'
19. 'Go outside and close the door.'
20. 'Start running.'
21. 'Balance over a little bridge.'
22. 'Duck under a fallen tree.'
23. 'Finally you have arrived at school. You are tired, but you made it!'

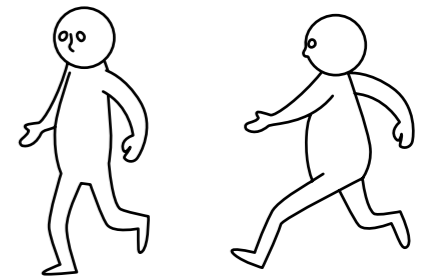
**Introduction continued: Late for school****Goal of the game**

Pay attention to the teacher as he/she explains a special morning routine.

**What to watch for:** Perform the movements as fast and as big as you can.

**Main part: Catch the tail****Time: 15 min****Equipment/accompaniment:** Tails and cloth material**How to play**

Split the children into two groups and clearly mark the play area. Each learner should tuck a piece of material or a small towel into their waistband, so that it can be easily seen as a tail. The goal is to collect as many tails as possible. If a learner loses his/her tail, he/she must freeze in place until one of his/her teammates gives him/her a cord he/she previously collected. The game ends when one group has collected all the tails, or you can simply stop the game and count each group's tails.

**Goal of the game**

Improve finger and eye coordination by attempting to steal cords of the other learners.

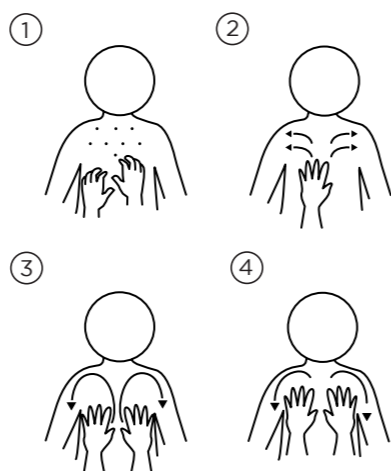
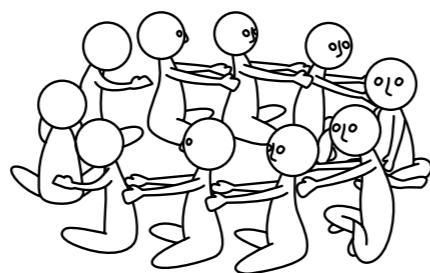
**What to watch for:** Note that this game can be quite competitive. Remind the learners to be gentle with one another.

**Cool down: Massage in a circle****Time: 5 min****Equipment/accompaniment:** No equipment**How to conduct**

All the learners sit in a circle, with each learner facing the back of the one in front of them. The learners give the comrade in front of them a massage for 1 minute. After 1 minute, all learners turn around and give the same massage to their other neighbour.

You can give instructions on how to massage:

1. It is raining
2. Wipe away the dust
3. Do circles
4. Give the shoulders a gentle kneading as if they are a ball of dough.

**Goal of the game**

To give a massage, the learners have to control how strong or gentle they use their muscles.

**What to watch for:** Keep an eye on children who are putting in too much or too little effort while giving massages.

**18****MY SCHOOL: Fine muscle movements**

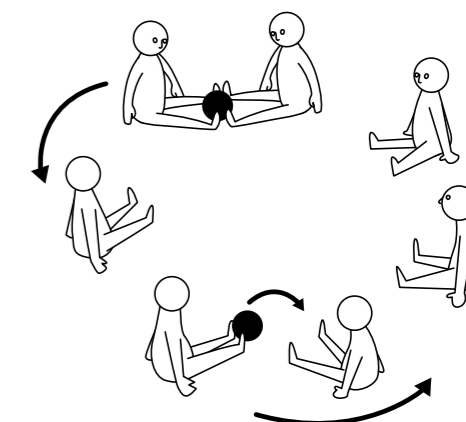
Term 2 | Lesson 18 | Time: 30 min

**Equipment**

- Spoons
- Small balls
- Normal sized balls
- Cones

**Introduction: Pass the ball****Time: 10 min****Equipment/accompaniment:** Balls**How to play**

All learners form a circle. Depending on the size of the group, hand out 2, 3 or 4 balls and make sure they're spaced evenly apart from each other. With the start signal, the balls are passed around as quickly as possible without touching the floor. The goal is that the balls never catch up with each other. If you want to make more of a competition out of it, form a double circle, so that you have two separate groups who can challenge each other.



No matter if you form one or two circles, the game can be played in different ways:

1. Pass the ball with hands
2. Pass the ball between the legs
3. Pass the ball backwards over the head
4. Sit on the floor and only use your feet to trap and pass the ball.

**Goal of the game**

The learners improve their control and coordination of the small muscles of the body.

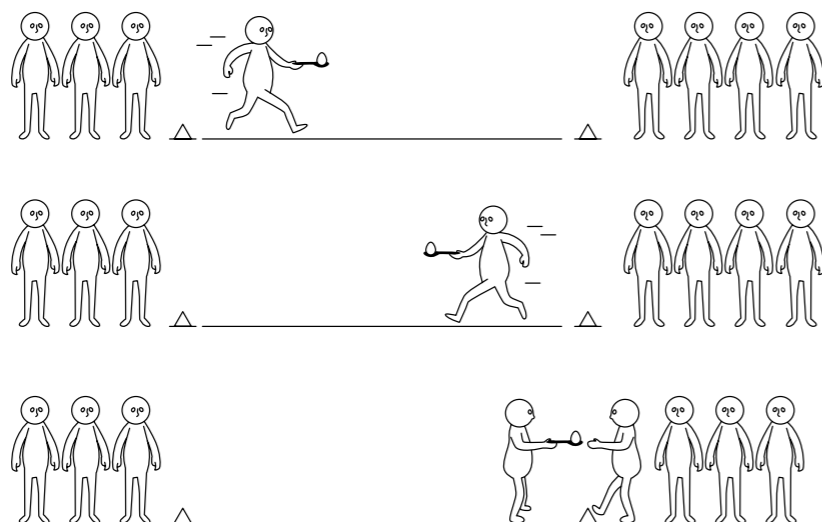
**What to watch for:** Do not choose balls that are too small or difficult to control (use netball or soccer balls if possible).

**Main part:** Be careful with the egg**Time:** 15-20 min**Equipment/accompaniment:** Spoons, small balls or ping pong balls, and cones**How to play**

To set up this relay race, form groups of about 8 learners. Half of each group starts at one end of the playing area; the other half starts on the opposite side. The groups line up next to each other and form rows on both sides of the playing area.

The first child of each group on one side of the playing area holds a spoon with a ping pong ball on it in their hand. When you give the signal they should walk as quickly as possible towards the other half of their group without dropping the ball. Once the learner arrives at the other side, they pass the spoon and ball to the next child standing in line. The winning team is the one in which all children changed sides first. If a ball drops, you can either let the learner restart or just allow them to put the ball back on the spoon.

If you do not have spoons and/or ping pong balls, you can easily replace the spoon with an empty toilet paper roll and use newspapers to make balls.

**Goal of the game**

Balancing the ball on the spoon helps learners develop their fine motor skills.

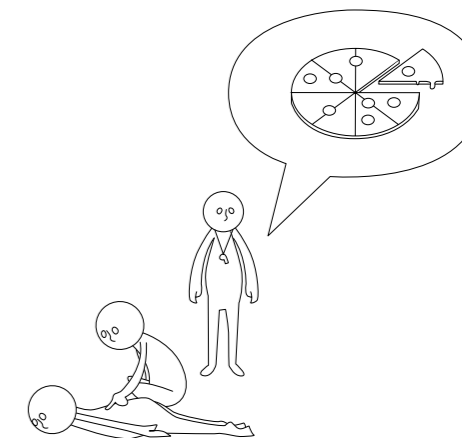
**What to watch for:** You can add obstacles to the course if the learners feel confident enough.

**Cool down:** Making pizza**Time:** 5 min**Equipment/accompaniment:** No equipment**How to conduct**

Ask the learners to pair up and sit one behind each other. One learner will be the massage giver and the other will be the receiver. The receiver should turn their back to the giver. As the teacher, tell a 'massage story' (see below) while making the matching movements in the air or demonstrate with a learner if needed. The learner giving the massage should use his/her hands to imitate your movements on the back of his/her partner. After one round, roles change.

Instructions for the 'pizza' massage story:

1. 'Sprinkle a little bit of flour on the table to prevent the dough from sticking.'
2. 'Place the dough on the table.'
3. 'Gently knead the dough.'
4. 'Cut and prepare some toppings, such as onions and tomatoes.'
5. 'Place the dough back on the table.'
6. 'Roll the dough out to make it flat and big.'
7. 'Add the toppings by springling them on top of the dough.'
8. 'Place the pizza in the hot oven.'
9. 'Cut the pizza to share it.'
10. 'Pretend to eat the pizza.'
11. 'Wipe away the crumbs.'

**Goal of the game**

Through giving and receiving massages, learners use their fine muscles and experience relaxation.

**What to watch for:** Tell the story in an expressive way and vary your tone of voice.



19

**MY COMMUNITY: Laterality/Directionality**

Term 2 | Lesson 19 | Time: 30 min

**Equipment**

- Spoons
- Small balls or ping pong balls
- Cones
- Hoops

**Introduction: Hello my friend**

Time: 5 min

**Equipment/accompaniment:** No equipment

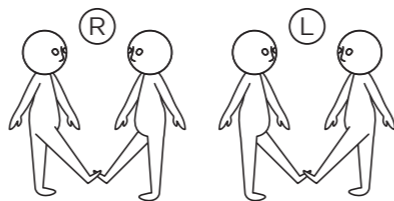
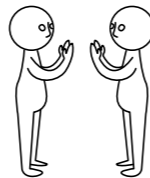
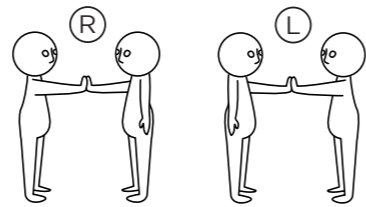
**How to conduct**

Gather the children around you and explain that in the village where they live, it is usual for people to greet each other in a special way. It is a small village, so everyone knows each other.

Show the learners how the greeting works:

- 'High five with your right hands.'
- 'Clap your own hands.'
- 'High five with left hands.'
- 'Clap your own hands.'
- 'Right feet touch and tap.'
- 'Left feet touch and tap.'

Practice this little choreography with the children. Now the learners are allowed to run around the playing field wildly. Whenever they meet someone, they greet each other in this way with a high five or clapping hands.



**Goal of the game**

Develop an inner awareness of both sides of the body and cross the mid-line of the body.

**What to watch for:** Take enough time to demonstrate the greeting.

**Main part: Be careful with the egg**

Time: 15-20 min

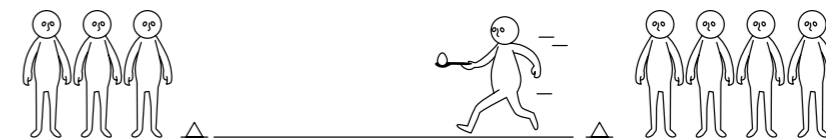
**Equipment/accompaniment:** Spoons, small balls or ping pong balls, and cones

**How to play**

To set up this relay race, form groups of about 8 learners. Half of each group starts at one end of the playing area; the other half starts on the opposite side. The groups line up next to each other and form rows on both sides of the playing area.

The first child of each group on one side of the playing area holds a spoon with a ping pong ball on it in their hand. When you give the signal they should walk as quickly as possible towards the other half of their group without dropping the ball. Once the learner arrives at the other side, they pass the spoon and ball to the next child standing in line. The winning team is the one in which all children changed sides first. If a ball drops, you can either let the learner restart or just allow them to put the ball back on the spoon.

If you do not have spoons and/or ping pong balls, you can easily replace the spoon with an empty toilet paper roll and use newspapers to make balls.



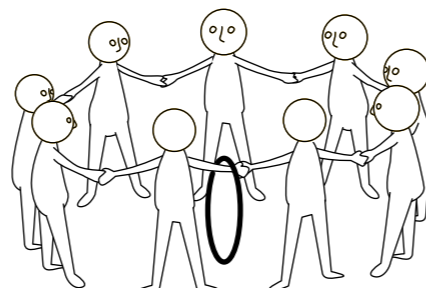
**Goal of the game**

Balancing the ball on the spoon helps learners develop their fine motor skills.

**What to watch for:** You can add obstacles to the course if the learners feel confident enough.

**Cool down: Climb through the hoop****Time: 5 min****Equipment/accompaniment:** 1 hula hoop**How to conduct**

Get the learners to form a circle and hold hands. Place a hula hoop between 2 children. Without letting their hands go, they must guide the hula hoop around their whole body. Every child has to climb through the hoop. If the group size is quite big, you can give them 2 or even more hula hoops.

**Goal of the game**

Every child has to work out his/her own way through the hoop and be aware of his/her neighbours.

**What to watch for:** The children must not let go of the hands.**20****MY COMMUNITY: Laterality/Directionality**

Term 2 | Lesson 20 | Time: 30 min

**Equipment**

- No equipment

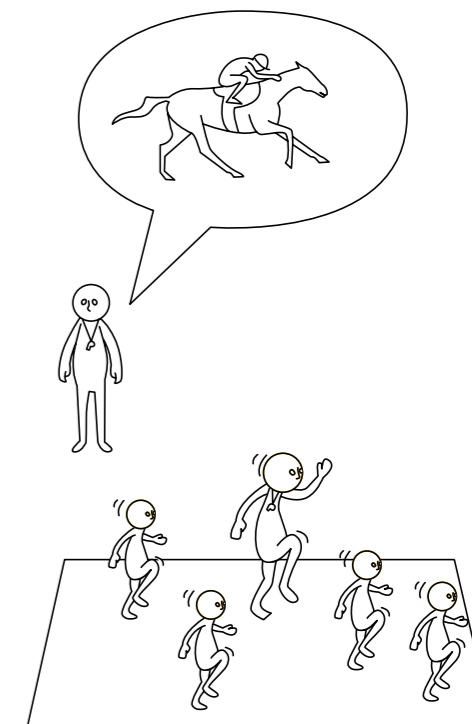
**Introduction: Horse race****Time: 10 min****Equipment/accompaniment:** No equipment**How to conduct**

Begin by telling the learners that they will be playing a game where they pretend to be racehorses. You will be the commentator for their race, guiding them through the different movements and sounds.

Ask the learners to share what they know about horses, such as how they behave and the sounds they make. In an open area, start the game by having the children trot in place.

Then, pretend that the horses are arriving at the starting boxes and are very nervous, so they snort, neigh and paw their feet. The horses can hear the commentator saying: 'Ready, steady... GO'. The learners will now gallop and run as fast as they can.

As the game progresses, you can add more commands such as 'left turn', 'right turn', 'hurdle', 'water ditch', 'branch where you have to duck' 'final spurt', 'snort', 'neigh' and 'applause'.

**Refer to annex 9****Goal of the game**

Learners learn to orient themselves in the external world by interpreting directions in relation to their own position and movements.

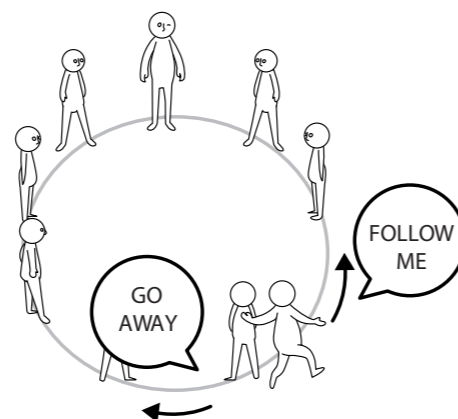
**What to watch for:** Begin the activity slowly, gradually increasing the speed as you notice that the learners can keep up easily.

**Main part:** Follow me, go away

Time: 10 min

**Equipment/accompaniment:** No equipment**How to play**

All the children stand in a circle, and one child walks around the circle and randomly touches another child's back. They say either 'follow me' or 'go away'. If they say 'follow me', the child they touched runs in the same direction as them. If they say 'go away', the child touched runs in the opposite direction. The goal is to be the first one to return to the same gap where they were standing. The child who loses continues the game as the one saying 'follow me' or 'go away'.

**Goal of the game**

The learners have to process an instruction quickly and decide immediately which direction is the right one.

**What to watch for:** If a child loses more than two times, designate a new learner to walk around the circle.

**Cool down:** Relax your body

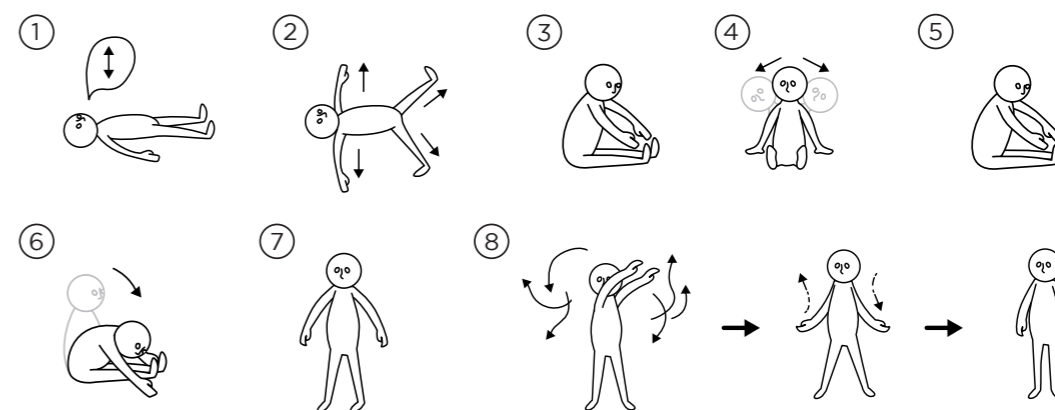
Time: 10 min

**Equipment/accompaniment:** 1 hula hoop**How to organize**

Learners stand in a circle. You give instructions for simple relaxation and stretching exercises. Pay attention to the exact names of the body parts concerned.

Possible instructions could be:

1. Lie down on your back and breathe in and out very slowly.
2. Pull both your arms and legs as far away from your body as possible. As if someone is pulling on your feet and hands.
3. Now slowly sit up and touch your toes with your fingers.
4. Place your hands beside your hip and slowly try to touch your shoulder with your ear. Now touch your other ear with your other shoulder.
5. Sit up straight as possible and try to reach the sky with both of your hands.
6. Now release your arms and let your upper body sink over your legs and if you can, let your forehead touch your knees.
7. Come back to an upright position and slowly stand up.
8. Imagine being a tree rooted to the ground, and your arms as branches moving in the wind. Now imagine there is a heavy storm (do big and wild movements with your arms), then the wind becomes weaker and weaker until the storm subsides completely (movements get smaller and smaller and slow down until standing still).

**Goal of the game**

Listen to instructions and move specific parts of the body.

**What to watch for:** Try to talk slowly and make sure the learners can follow along.



21

**MY COMMUNITY: Coordination**

Term 2 | Lesson 21 | Time: 30 min

**Equipment**

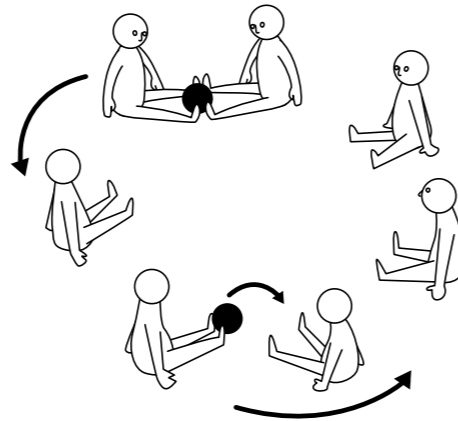
- Balls
- Cones

**Introduction: Pass the ball**

Time: 10 min

**Equipment/accompaniment:** 2-4 balls**How to play**

All learners form a circle. Depending on the size of the group, hand out 2, 3 or 4 balls and make sure they're spaced evenly apart from each other. With the start signal, the balls are passed around as quickly as possible without touching the floor. The goal is that the balls never catch up with each other. If you want to make more of a competition out of it, form a double circle, so that you have two separate groups who can challenge each other.



No matter if you form one or two circles, the game can be played in different ways:

1. Pass the ball with hands
2. Pass the ball between the legs
3. Pass the ball backwards over the head
4. Sit on the floor and only use your feet to trap and pass the ball.

**Goal of the game**

The learners improve their control and coordination of the small muscles of the body.

**What to watch for:** Do not use balls that are too small or difficult to control. (Use netball or soccer balls if possible).

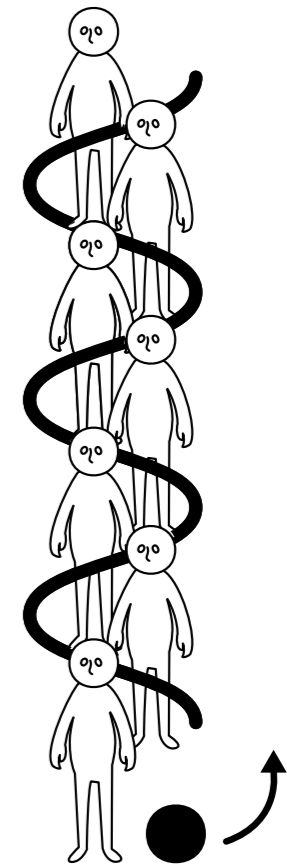
**Main part: Snake run with ball**

Time: 15 min

**Equipment/accompaniment:** Balls and cones**How to play**

The class is divided into groups of equal size. The groups line up next to each other behind the starting line. The learners will pretend to ski down a mountain with lots of twists and turns, just like a real slalom run.

- The learner at the back of the group winds through the other learners while rolling the ball with their hands until he/she is in front.
- He/she then rolls the ball back to the child standing in last position.
- When the ball has arrived at the last position, the 'new' last learner starts winding through to the front.
- The group where all learners have taken the slalom and sit down together are the winners.

**Goal of the game**

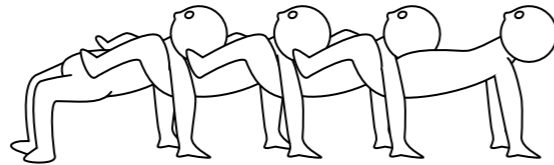
Eyes, hands and feet have to work together in a harmonious way.

**What to watch for:** If you think the learners are already good at guiding the ball with their hands, you can modify the game and continue with their feet.



**Cool down: Walking on hands****Time: 5 min****Equipment/accompaniment:** No equipment**How to conduct**

Have all of the learners sit in a line, one behind each other. Instruct each learner to hug the child in front of him/her with both legs and support themselves with both hands on the ground. Then, give the command for all of the students to lift up their hips, creating a worm-like shape, and try to move forward on the learners hands.

**Goal of the game**

The learners develop and improve their coordination skills in unfamiliar and challenging situations.

**What to watch for:** If the exercise is too challenging to do with the whole group, then first try and do it in groups of four. It is important to respect the decision of a child who does not want to take part in this activity.

**22****MY COMMUNITY: Coordination**

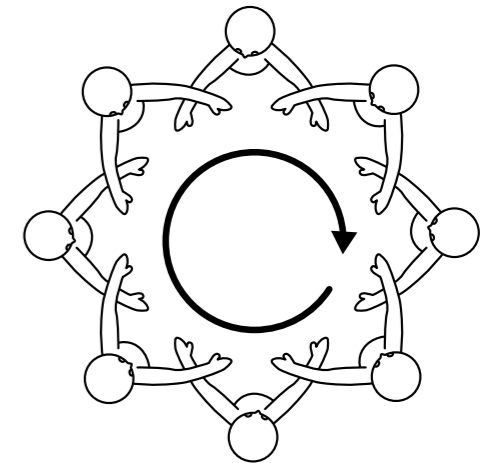
Term 2 | Lesson 22 | Time: 30 min

**Equipment**

- Cones
- Balls
- Material strips (or something else to tie the legs together)
- Hoop

**Introduction: Crossing hands****Time: 5 min****Equipment/accompaniment:** No equipment**How to carry out**

To play this game, have the learners sit in a circle and either place their hands on their neighbours' left knee or on the floor if they prefer. To begin the round, choose a direction and a starting hand to tap first, and then continue in order around the circle. It is important to keep the order of the hands and not the order of the learners themselves. As the game progresses after a few rounds, you can introduce variations such as the direction, signalled by tapping twice, or excluding a hand for making a mistake.

**Goal of the game**

Use your eyes to guide your hand movements.

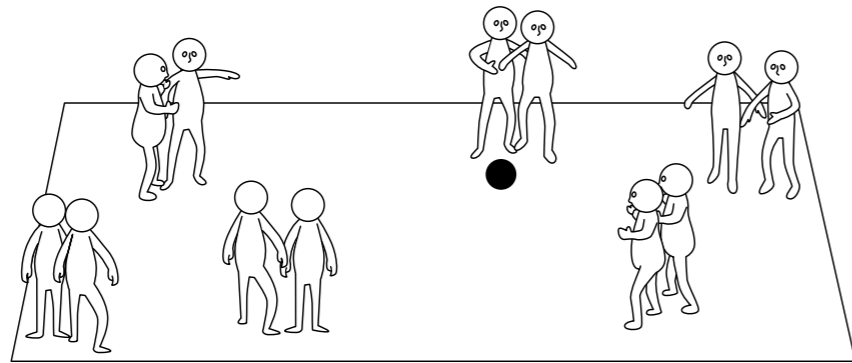
**What to watch for:** If the group is too big and/or one round takes too long, form two circles.

**Main part:** Three-legged soccer**Time:** 20 min

**Equipment/accompaniment:** Cones, a ball and material strips (or something else to tie the legs together)

**How to play**

To play this game, divide the learners into 2 teams and define the playing area and the 2 goal posts, which should not be too small. Within the teams pair up the learners and tie together the left foot of one child and the right foot of the other child. If there isn't enough material to tie their legs together, the learners can hook their elbows together. The teams will then play a game soccer against each other, using only their feet to touch the ball. There are no goalkeepers in this game, and the team with the most goals at the end of the game wins.

**Goal of the game**

This game will help improve the learners foot-eye coordination in a fun and playful way. This will also better prepare the group for bigger sports games in the future.

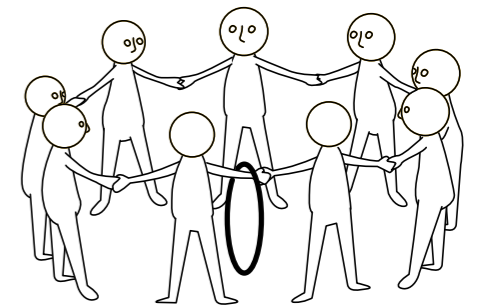
**What to watch for:** If possible start with a soft ball.

**Cool down:** Climb through the hoop**Time:** 5 min

**Equipment/accompaniment:** 1 hula hoop

**How to conduct**

Get the learners to form a circle and hold hands. Place a hula hoop between 2 children. Without letting their hands go, they must guide the hula hoop around their whole body. Every child has to climb through the hoop. If the group size is quite big, you can give them 2 or even more hula hoops.

**Goal of the game**

Every child has to work out his/her own way through the hoop and be aware of his/her neighbours.

**What to watch for:** The learners must not let go of the hands.



*Kazi says*  
**Let's score some goals!**



23

**ANIMALS: Balance**

Term 3 | Lesson 23 | Time: 30 min

**Equipment**

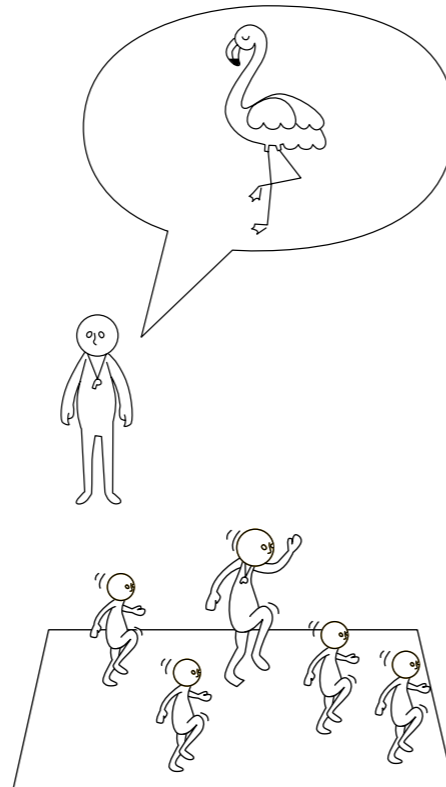
- Flamingo poster

**Introduction:** A day in the life of a flamingo**Time:** 5 min**Equipment/accompaniment:** Flamingo poster**How to conduct**

Ask the learners to stand in a circle and on one leg, like a flamingo. Tell the learners that you will be telling a story about the day in a life of a flamingo, and they should try to imitate the movements you describe.

Start the story:

1. 'The Flamingo is still fast asleep' (Encourage the learners to close their eyes and snore loudly, while standing on one leg).
2. 'Slowly the sun rises and the bright sunlight blinds them' (Learners open their eyes and shield them with their hands).
3. 'Once the flamingo got used to the daylight, it first had to stretch really well' (Learners stretch and walk on tiptoes, and if possible, do it on one leg).
4. 'Now the flamingo notices its empty stomach and is hungry and slowly starts looking for breakfast' (Learners walk around like a flamingo trying to catch small fish).
5. 'Exhausted from hunting, the flamingo needs a rest and rests on one leg, but this time it uses the other leg' (Learners stand on the opposite leg to the previous time).
6. 'By chance he meets his good friend, a very small flamingo' (Learners make themselves very small).
7. 'The flamingo who was just about to rest waves happily to his friend' (Learners straighten up and stand on one leg again and wave to the little flamingo).
8. 'But now he really wants to rest' (Learners try to close their eyes again and stand on one leg).

**Introduction continued:** A day in the life of a flamingo

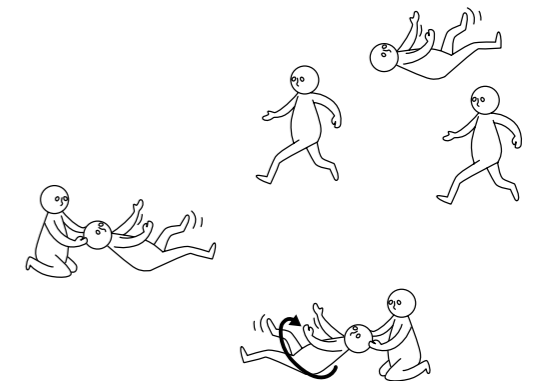
Refer to annex 10

**Goal of the game**

The learners practice maintaining body control through various balance exercises.

**What to watch for:** Tell the story in a descriptive and engaging tone to bring the story to life.**Main part:** Save the turtle**Time:** 15 min**Equipment/accompaniment:** No equipment**How to play**

In this game, depending on the size of the class, two or more children start as catchers and try to tag as many children as possible. Once tagged, the learner should lay on his/her back and pretend to be a turtle that can't turn over on their own. Turtles can be freed if another child helps them turn back over. The game ends when all the children have been tagged and are 'turtles' on their back.

**Goal of the game**

The objective for the learners is to stand up and change positions quickly, while keeping their balance in different positions.

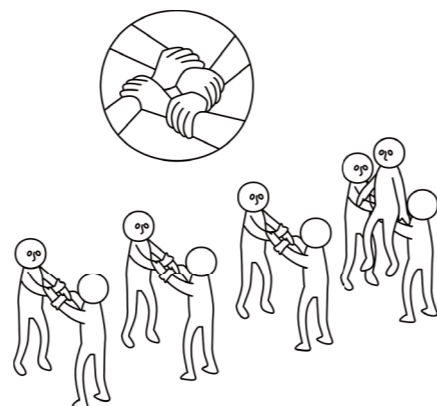
**What to watch for:** Before starting the game define the playing area.

**Cool down: Be brave**

Time: 10 min

**Equipment/accompaniment:** No equipment**How to conduct**

Divide the class into 2 groups and have them facing each other in a line. Each learner should hold the hands of their partner to form a bridge as shown in the illustration. The first learner in line will then walk across the bridge while holding the hands of the other learners. They can ask for help from their partner if needed. Encourage every child to cross the bridge, but if they do not want to, it is okay to opt out.

**Goal of the game**

The learners work on improving their balance and holding their body in correct position. This activity will also help them to overcome any fears they may have and be brave in trying new things.

**What to watch for:** As a simplification, the groups of two forming the bridge can also kneel. If a child does not want to try to cross the bridge, it is important to respect their decision.



24

**ANIMALS: Balance**

Term 3 | Lesson 24 | Time: 30 min

**Equipment**

- Pictures of the balancing exercises
- Flamingo poster optional

**Introduction: A day in the life of a flamingo**

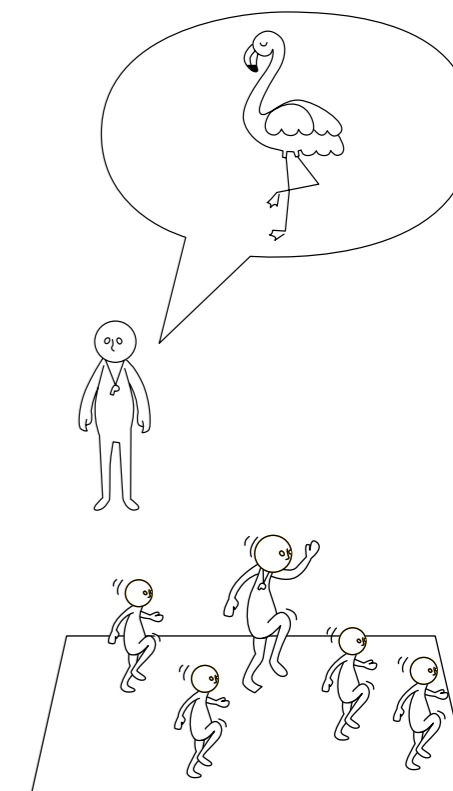
Time: 5 min

**Equipment/accompaniment:** Flamingo poster optional**How to conduct**

Ask the learners to stand in a circle and stand on one leg, like a flamingo. Tell the learners that you will be telling a story about the day in a life of a flamingo, and they should try to imitate the movements you describe.

Start the story:

1. 'The Flamingo is still fast asleep' (Encourage the learners to close their eyes and snore loudly, while standing on one leg).
2. 'Slowly the sun rises and the bright sunlight blinds them' (Learners open their eyes and shield them with their hands).
3. 'Once the flamingo got used to the daylight, it first had to stretch really well' (Learners stretch and walk on tiptoes, and if possible, do it on one leg).
4. 'Now the flamingo notices its empty stomach and is hungry and slowly starts looking for breakfast' (Learners walk around like a flamingo trying to catch small fish).
5. 'Exhausted from hunting, the flamingo needs a rest and rests on one leg, but this time it uses the other leg' (Learners stand on the opposite leg to the previous time).
6. 'By chance he meets his good friend, a very small flamingo' (The learners make themselves very small).
7. 'The flamingo who was just about to rest waves happily to his friend' (Learners straighten up and stand on one leg again and wave to the little flamingo).
8. 'But now he really wants to rest' (Learners try to close their eyes again and stand on one leg).



Refer to annex 11

**Introduction continued:** A day in the life of a flamingo**Goal of the game**

The learners practice maintaining body control through various balance exercises.

**What to watch for:** Tell the story in a descriptive and engaging tone to bring the story to life.

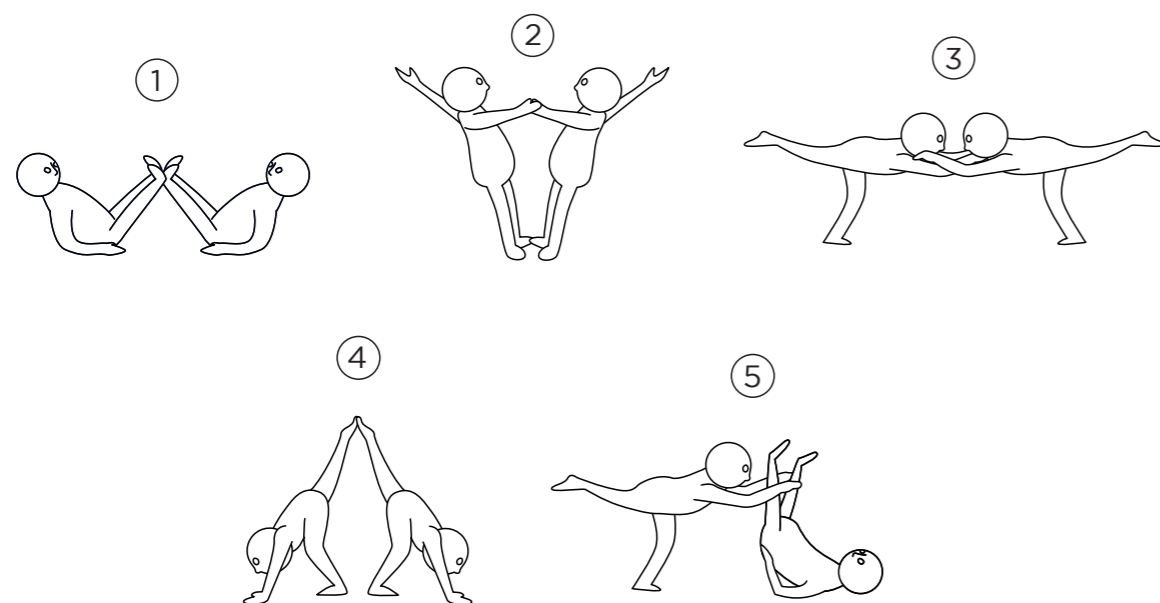
**Main part:** Partner and group acrobatics**Time:** 20 min

**Equipment/accompaniment:** *Kazi* pictures of balancing exercises

**How to conduct**

For this activity, form groups of 2 to start and do exercises 1 to 5. You can either demonstrate the exercises by doing them with some of the groups, or showing them the *Kazi* picture of the exercise.

Do the exercises one after the other and make sure that each learner in the group gets a chance to change positions.



Refer to annex 11

**Goal of the game**

The objective for the learners is to stand up and change positions quickly, while keeping their balance in different positions.

**What to watch for:** Before starting the game define the playing area.

**Cool down:** Like a board**Time:** 5 min

**Equipment/accompaniment:** No equipment

**How to conduct**

Have all the learners lie on their back on the floor and pretend being a board, tensing muscles in their body. Then you or another learner can go around and kneel in front of every child, lifting them up by their ankles. The children should try to remain stiff like a board and hold the tension while being lifted up. When being lowered back down, it is important that the children maintain the tension from their shoulders to their toes and avoid lowering their buttocks.

**Goal of the game**

Learn to hold the body in the correct position and experience the difference between tense and relaxed muscles.

**What to watch for:** You can also do this exercise in groups of two. Ensure that the learners necks and heads do not get injured by doing the lift too fast.



25

**ANIMALS: Position in space**

Term 3 | Lesson 25 | Time: 30 min

**Equipment**

- Material strips
- Cones

**Introduction: Wash the dirty elephant**

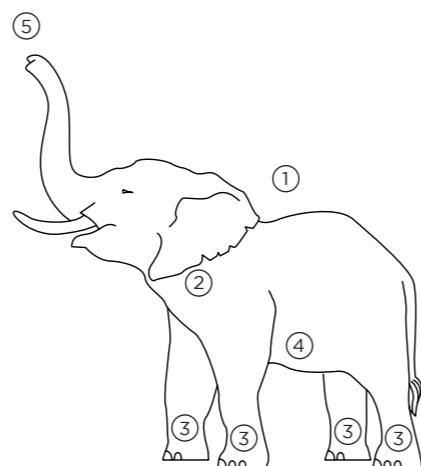
Time: 5 min

**Equipment/accompaniment:** No equipment**How to conduct**

Today *Kazi* watched his friend the big elephant playing in the mud and saw how dirty he was afterwards. The learners should help to get him clean again. Everyone must first stand in a circle. While washing elephants, the group has to imagine that there is a huge and dirty elephant in the middle of the circle, which needs to be washed.

The following commands or actions can be carried out:

1. Washing the back: 'Jump up and try to get to the back clean.'
2. Washing behind the ears: 'Fold the ears forward and wash behind them.'
3. Washing the legs: 'Kneel down and wash the four feet and legs in a washing movement. Climb through the legs and make yourself small.'
4. Washing the belly: 'Lie down on your back to get to the belly.'
5. Wash the elephant's trunk: 'Make a big circle with both your arms and wash the trunk from the top to the bottom. You can also ask the learners if there is any more dirt on the elephant and let them be creative with matching movements.'

**Goal of the game**

Repeat body parts and keep moving.

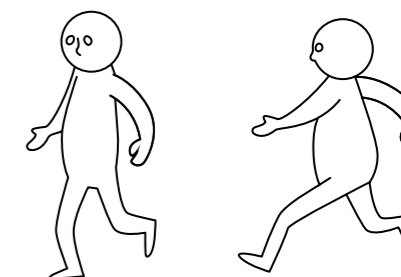
**What to watch for:** Make big movements.

**Main part: Catch the tail**

Time: 15 min

**Equipment/accompaniment:** Material strips and cones**How to play**

Split the children into two groups and clearly mark the play area. Each learner should tuck a piece of material or a small towel into their waistband, so that it can be easily seen as a tail. The goal is to collect as many tails as possible. If a learner loses their tail, they must freeze in place until one of their teammates gives him/her a cord they collected to free them. The game ends when one group has collected all the tails, or you can simply stop the game and count each group's tails.

**Goal of the game**

Improve finger and eye coordination by attempting to steal cords of the other learners.

**What to watch for:** Note that this game can be quite competitive. Remind the learners to be gentle with one another.

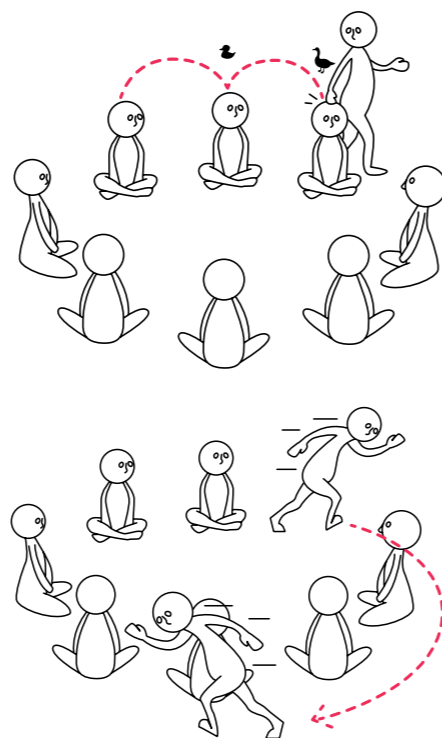


**Cool down: Duck-duck goose**

Time: 10 min

**Equipment/accompaniment:** No equipment**How to conduct**

In this game all the learners sit in a circle except one who is designated as the farmer. The farmer walks around the circle, tapping each player on the head and saying 'duck' each time. Suddenly, the farmer says 'goose'. The learner who is named goose has to jump up from their spot and run after the farmer, trying to tag it before the farmer reaches the goose's spot. If the goose cannot tag the farmer, it will become the farmer and the game continues. But if the goose successfully tags the farmer, the farmer goes back to his/her spot and the goose becomes the new farmer.

**Goal of the game**

The learners practice spatial awareness and quick reactions as they move around the circle and try to avoid getting tagged as the goose.

**What to watch for:** If a child loses more than two times, appoint a new learner to be the farmer.



26

**ANIMALS: Position in space**

Term 3 | Lesson 26 | Time: 30 min

**Equipment**

- No equipment

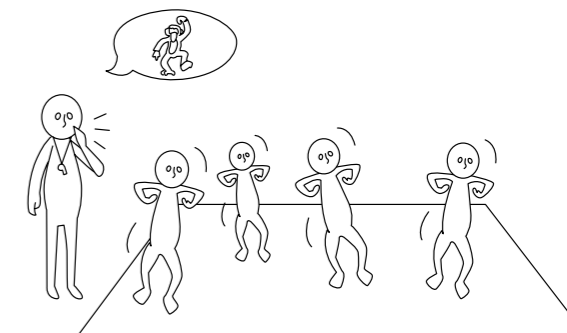
**Introduction: Animal speeds**

Time: 10 min

**Equipment/accompaniment:** No equipment**How to conduct**

Begin by asking the learners which animal they think is the fastest. Show them the picture of the cheetah and explain that it is the world's fastest animal. Let the learners know that while they may not be able to run as fast as a cheetah, they can try running like other animals.

Present a list of animals to the children (ostrich, snail, mouse, snake, elephant, crocodile, frog) and ask them to choose one. Have the learners imitate how they think their chosen animal typically moves or runs.



Refer to annex 12

**Goal of the game**

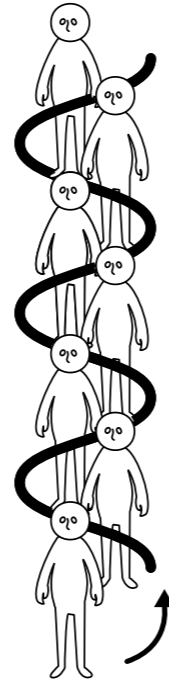
The learners experience different movements and sizes and what it means to move fast or slow, to be big or small.

**What to watch for:** If time allows, you can encourage the learners to think of other animals and imitate how they move.

**Main part:** Snake run**Time:** 15 min**Equipment/accompaniment:** No equipment**How to play**

The class is divided into groups of equal size. Each group is placed in a line. The learners will pretend to ski down a mountain with lots of twists and turns, just like a real slalom race.

The learners in the back starts first and winds through the other learners until he/she is in the front. The 'new' last learner starts winding through to the front. As soon as the learner reaches the front, he/she must sit. The group with all learners seated wins.

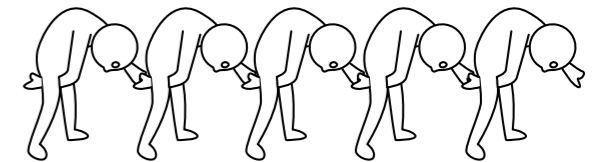
**Goal of the game**

Improve finger and eye coordination by attempting to steal cords of the other learners.

**What to watch for:** Note that this game can be quite competitive. Remind the learners to be gentle with one another.

**Cool down:** Elephant walk**Time:** 5 min**Equipment/accompaniment:** No equipment**How to conduct**

Explain to the learners that you are all going to pretend that you are a big group of elephants going for a walk. To make sure nobody gets lost, everyone will hold hands and walk together.



Ask the learners to form a line and reach out with their right hand to hold the left hand of the learner behind them. When the whole group is ready, encourage them to walk around together like a group of elephants.

**Goal of the game**

Try a new way of moving forward and explore a different position in space.

**What to watch for:** Wait until everyone is in position and ready before beginning to walk.





27

**WATER: Gross motor movements**

Term 3 | Lesson 27 | Time: 30 min

**Equipment**

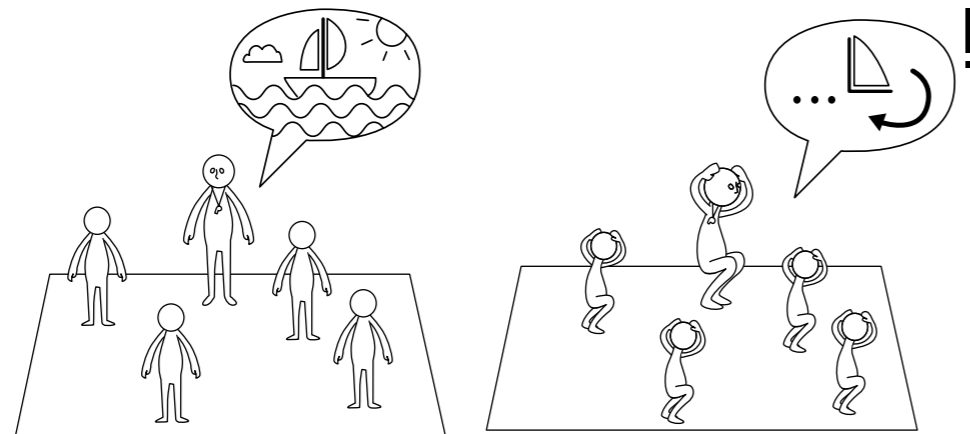
- Cones

**Introduction:** Watch out! The sailing masts!**Time:** 10 min**Equipment/accompaniment:** No equipment**How to conduct**

In this activity, have the learners sit in rows of around 4 children, as if they are a sailboat crossing the ocean together. Remind the learners that a sailboat has a mast that holds the sail, and sometimes when the wind changes, the sail turns around and everyone on the boat has to be careful and duck down quickly!

You will play the role of the captain and give commands and do the matching movements:

1. 'Everyone unties the boat' (draw a big eight on the floor)
2. 'Where are we sailing to and how is the weather?' (be on the lookout)
3. 'You can feel a wind coming up' (make sounds of the wind)
4. 'Watch out! The mast!' (everyone ducks down)
5. 'Can you see the dark clouds?' (look to the sky)
6. 'Watch out! The mast!'
7. 'With stronger winds, the swell is getting bigger.' (it is hard to stand still)
8. 'Watch out! The mast!'
9. 'Watch out! The mast!'
10. 'The waves are really high now and you get pushed from left to right and back' (reel from left to right and back)
11. 'Watch out! The mast!'
12. Finally, give the command that you have arrived safely at the harbour.

**Introduction continued:** Watch out! The sailing masts!**Goal of the game**

Warm up the muscles and introduce to the new theme.

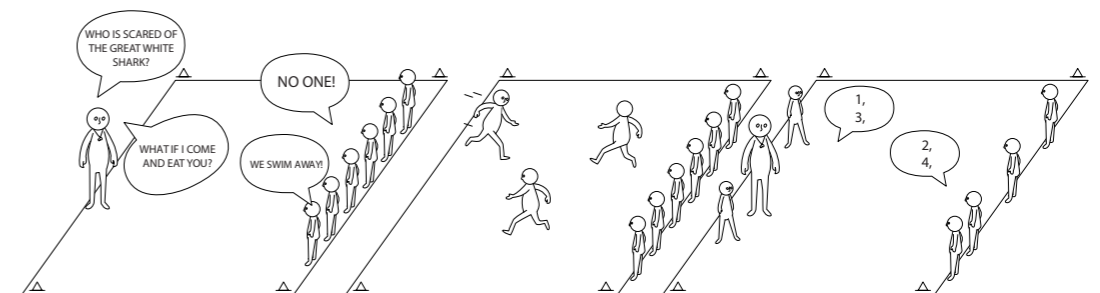
**What to watch for:** Try to talk in an expressive manner and make big movements.

**Main part:** The great white shark**Time:** 10 min**Equipment/accompaniment:** Cones**How to play**

To begin this game, define the playing area and choose one child to be the 'great white shark'. The shark stands at one end of the playing area while all other children are small fish and start at the opposite end.

When you give the signal, the shark shouts: 'Who is scared of the great white shark?' The small fish respond by shouting: 'No one!' The shark then asks: 'What if I come and eat you?' and the small fish shout: 'We swim away!'

The objective of the game is for small fish to reach the opposite end of the playing area without being tagged by the shark. Any small fish who are tagged by the shark become sharks themselves, and the game starts again. When there are no fish left in the sea, the game is over. The last fish swimming becomes the next great white shark.

**Goal of the game**

The learners should demonstrate accurate coordination of the legs and arms to be able to change the running direction as quickly as possible.

**What to watch for:** To begin the game help the children to repeat the phrases.

**Cool down: Dive into water**

Time: 10 min

**Equipment/accompaniment:** No equipment**How to conduct**

Begin by asking the learners to name animals that can swim. Tell them that you will pretend to be these animals and do matching movements. Start by having everyone put on their imaginary swimsuits, diving goggles and flippers. Encourage the children to walk like waddling ducks, because it can be difficult to walk with flippers on.

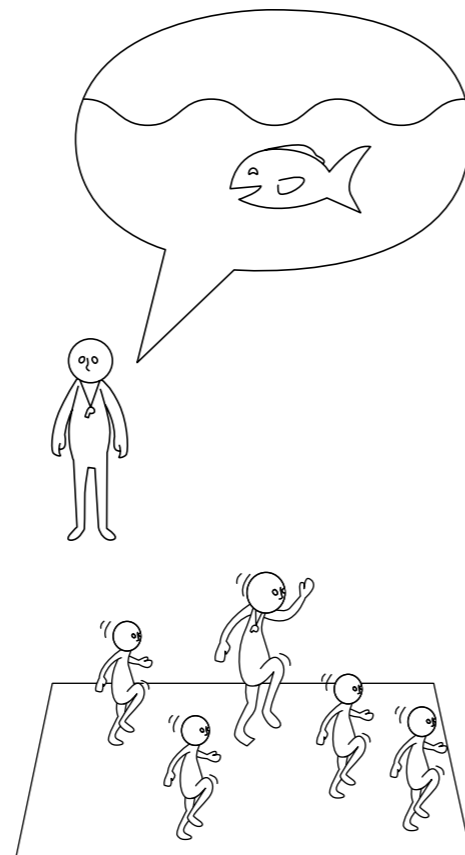
Imagine reaching the shore and warming up with some brief exercises, such as circling your arms, swinging your arms and jumping forward up and down.

When you are ready, imagine jumping into the water, taking a deep breath, and holding your nose as you jump forward as far as you can (with a loud splash).

Imagine swimming with your arms to make swimming movements, holding your breath with your cheeks filled with air, and seeing a huge fish (make big eyes).

Keep swimming, but imagine running out of air and having to surface (with a gasp for air and a few crabs on the surface).

Continue the story as long as you or the learners wish, imagining more underwater adventures and encounters with different sea creatures.

**Goal of the game**

The learners will listen to instructions and perform the movements accurately.

**What to watch for:** As you imagine being under water, try to move slowly and calmly.



28

**WATER: Gross motor movements**

Term 3 | Lesson 28 | Time: 30 min

**Equipment**

- Cones

**Introduction: Dive into the water**

Time: 10 min

**Equipment/accompaniment:** No equipment**How to conduct**

Begin by asking the learners to name animals that can swim. Tell the learners that you will pretend to be these animals and do matching movements. Start by having everyone put on their imaginary swimsuits, diving goggles and flippers. Encourage the children to walk like waddling ducks, because it can be difficult to walk with flippers on.

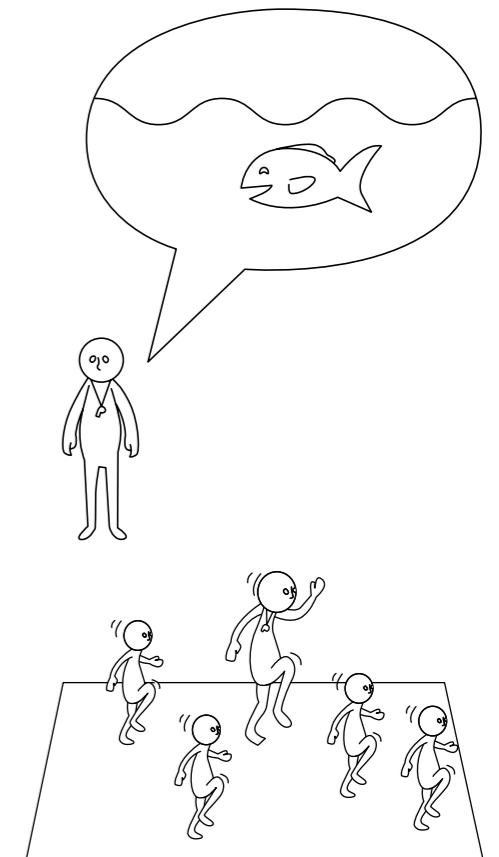
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When you are ready, imagine jumping into the water, taking a deep breath, and holding your nose as you jump forward as far as you can (with a loud splash).

Imagine swimming with your arms to make swimming movements, holding your breath with your cheeks filled with air, and seeing a huge fish (make big eyes).

Keep swimming, but imagine running out of air and having to surface (with a gasp for air and a few crabs on the surface).

Continue the story as long as you or the learners wish, imagining more underwater adventures and encounters with different sea creatures.



**Introduction continued: Dive into water****Goal of the game**

The learners will listen to instructions and perform the movements accurately.

**What to watch for:** As you imagine being under water, try to move slowly and calmly.

**Main part: Octopus tag****Time: 10 min**

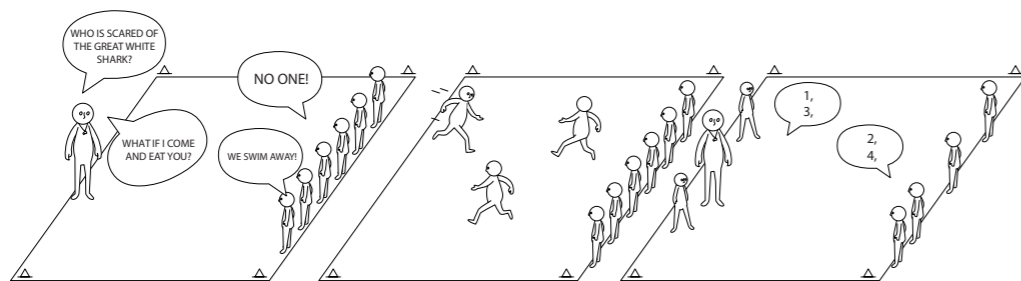
**Equipment/accompaniment:** Cones

**How to play**

Define the playing area and make sure all the learners know the boundaries. Choose one or two children to be the octopus. The octopus stands at one end of the playing area, and all the other learners start at the other end.

On your signal, the group shouts: 'Octopus, octopus, how long are your arms?' The octopus shouts: 'Long enough to catch you!'

Then, all children try to reach the opposite end of the playing area without being tagged by an octopus. If a learner is tagged, they become seaweed and must stand still in place, trying to tag other learners with their arms as they run by. If a seaweed tags another learner, this learner also becomes seaweed. The game ends when all learners become seaweed. The last child tagged becomes the next octopus.

**Goal of the game**

The learners will need to demonstrate accurate movements of their legs and arms.

**What to watch for:** To start, help the children with their phrases.

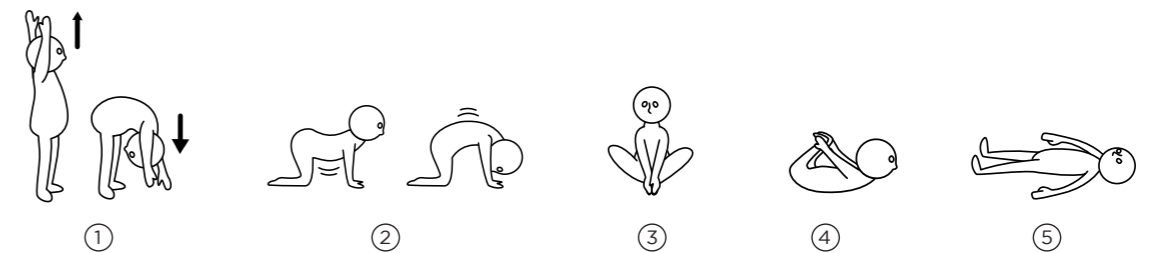
**Cool down: Stretch before bed****Time: 10 min**

**Equipment/accompaniment:** No equipment

**How to conduct**

Let the learners know it is going to be 'bedtime' soon. But before going to bed, encourage them to stretch their bodies. Here is a simple stretching routine:

1. Stand on your tiptoes and stretch your arms up towards the sky, stretching your whole body. Then after 5 to 10 seconds let your upper body fall and your arms hang down loosely.
2. Move into the cat and cow pose by starting on all fours with your spine and neck in a neutral position, and then inhale as you lower your belly towards the ground and lift your neck and head up slowly. Exhale, and do a cat-like arch by pulling your spine towards the sky and pointing your chin towards your chest. Alternate between the two poses.
3. Move into the butterfly stretch by sitting down with the soles of your feet together and holding onto your feet with your hands. Place your elbows on your knees and lean forward slightly.
4. Now do the bow pose and lie on your belly and bend your legs, grasping your ankles with your hands. Hold the position for around 5 seconds.
5. Finally, encourage the learners to get comfortable in their beds and breathe in and out slowly.

**Goal of the game**

To help learners understand the difference between tension and relaxation of the body.

**What to watch for:** Try speaking slowly to ensure all the learners can follow along.



29

**WATER: Gross motor movements**

Term 3 | Lesson 29 | Time: 30 min

**Equipment**

- Cones

**Introduction:** Watch out! The sailing masts!

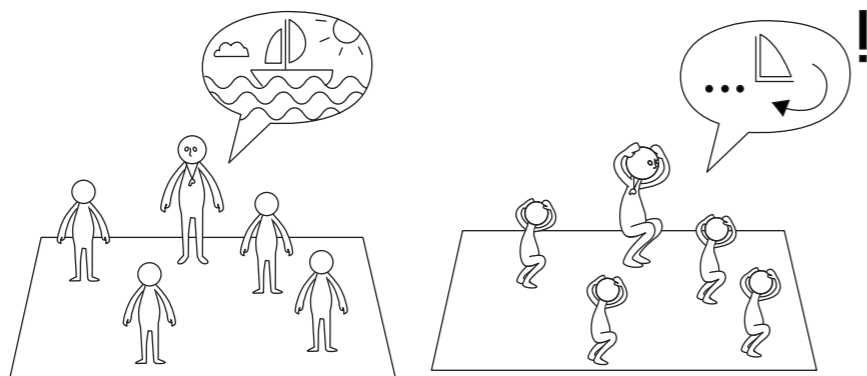
Time: 10 min

**Equipment/accompaniment:** No equipment**How to conduct**

In this activity, have the learners sit in rows of around 4 children, as if they are a sailboat crossing the ocean together. Remind the learners that a sailboat has a mast that holds the sail, and sometimes when the wind changes, the sail turns around and everyone on the boat has to be careful and duck down quickly!

You will play the role of the captain and give commands and do the matching movements:

1. 'Everyone unties the boat.' (draw a big eight on the floor)
2. 'Where are we sailing to and how is the weather?' (be on the lookout)
3. 'You can feel a wind coming up.' (make sounds of the wind)
4. 'Watch out! The mast!' (everyone ducks down)
5. 'Can you see the dark clouds?' (look to the sky)
6. 'Watch out! The mast!'
7. 'With stronger winds, the swell is getting bigger.' (it is hard to stand still)
8. 'Watch out! The mast!'
9. 'Watch out! The mast!'
10. 'The waves are really high now and you get pushed from left to right and back.' (reel from left to right and back)
11. 'Watch out! The mast!'
12. Finally, give the command that you have arrived safely at the harbour.

**Introduction continued:** Watch out! The sailing masts!**Goal of the game**

Warm up the muscles and improve coordination of the body parts.

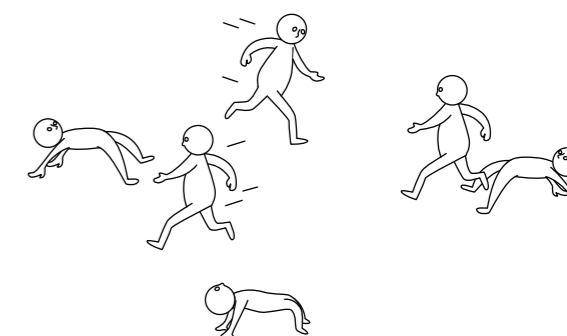
**What to watch for:** Try to talk in an expressive manner and make big movements.

**Main part:** Crab tag

Time: 10 min

**Equipment/accompaniment:** Cones**How to play**

To play this tag game, define a playing area that is not too big. Then designate 2 to 4 'catchers' to be crabs. The catchers should walk like crabs, using their hands and their feet, while their feet are their claws. The objective of the game is for the crabs try to catch the legs or feet of the other children using their claws. When a child is caught by a crab, they become a crab as well. The game is over when all children have been caught and have turned into crabs.

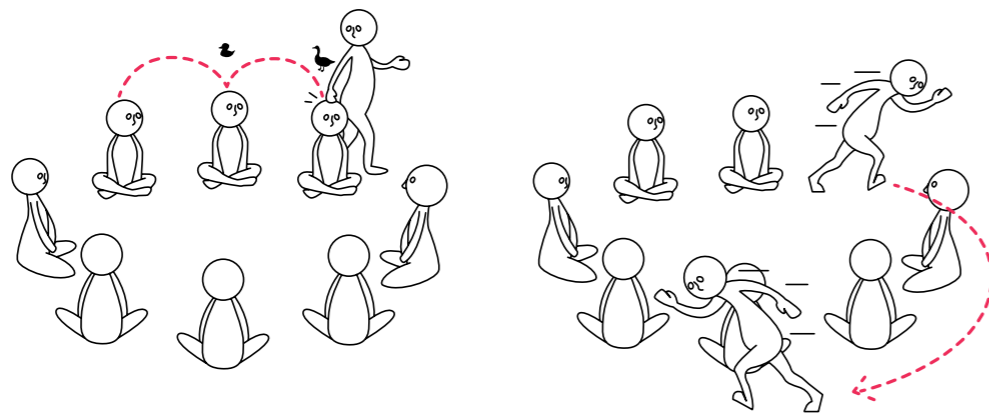
**Goal of the game**

The learners gain good muscle growth and motor coordination.

**What to watch for:** To modify the game, you introduce a rule that allows the caught children to be freed when a crab catches another child.

**Cool down: Duck-duck goose****Time: 10 min****Equipment/accompaniment:** No equipment**How to conduct**

In this game all the learners sit in a circle except one who is designated as the farmer. The farmer walks around the circle, tapping each player on the head and saying 'duck' each time. Suddenly, the farmer says 'goose'. The learner who is named goose has to jump up from its spot and run after the farmer, trying to tag them before the farmer reaches the goose's spot. If the goose cannot tag the farmer, it will become the farmer and the game continues. But if the goose successfully tags the farmer, the farmer goes back to his/her spot and the goose becomes the new farmer.

**Goal of the game**

The learners practice spatial awareness and quick reactions as they move around the circle and try to avoid getting tagged as the goose.

**What to watch for:** If a child loses more than two times, appoint a new learner to be the farmer.

**30****PLANTS: Fine muscle control**

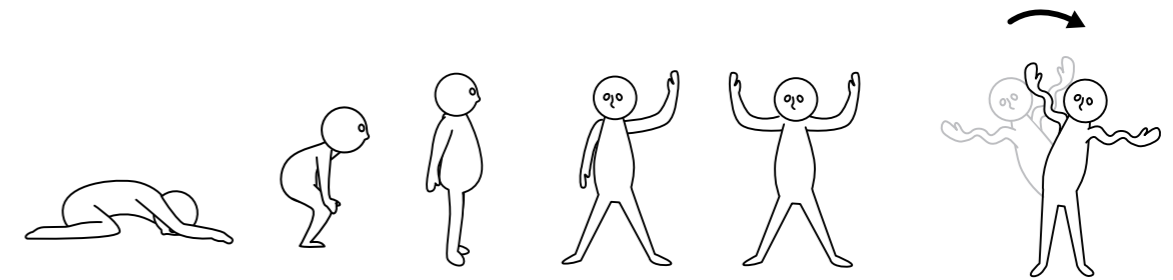
Term 3 | Lesson 30 | Time: 30 min

**Equipment**

- Material strips
- Cones
- Stages of a growing tree poster

**Introduction: Grow like a tree****Time: 5 min****Equipment/accompaniment:** No equipment needed**How to conduct**

In this game, share a story with the learners about a growing tree and guide them to mimic the actions. Explain to the learners that they are each a seed of a tree that is lying in the ground (learners crouch as small as possible). Slowly, the seeds take root (the learners stand up but still remain small), Then with the sun's energy, they slowly grow taller (the learners stand upright). Over time, they grow branches (one arm forms a branch), then a second branch (second arm forms another branch). The tree is now firmly rooted in the ground and can withstand the most violent storms (learners imitate trees in the wind, from weak to stronger storms).

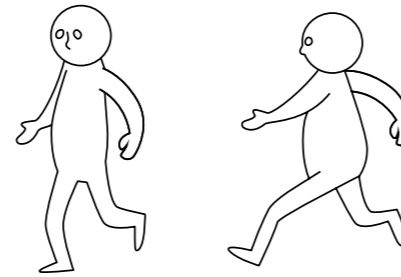
**Refer to annex 13****Goal of the game**

Encourage movement and introduce the new theme 'Fine muscle control'.

**What to watch for:** Make sure all children can see and hear you clearly.

**Main part:** Catch the tail**Time:** 15 min**Equipment/accompaniment:** Material strips and cones**How to play**

Split the children into two groups and clearly mark the play area. Each learner should tuck a piece of material or a small towel into their waistband, so that it can be easily seen as a tail. The goal is to collect as many tails as possible. If a learner loses their tail, they must freeze in place until one of their teammates gives him/her a cord they collected to free them. The game ends when one group has collected all the tails, or you can simply stop the game and count each group's tails.

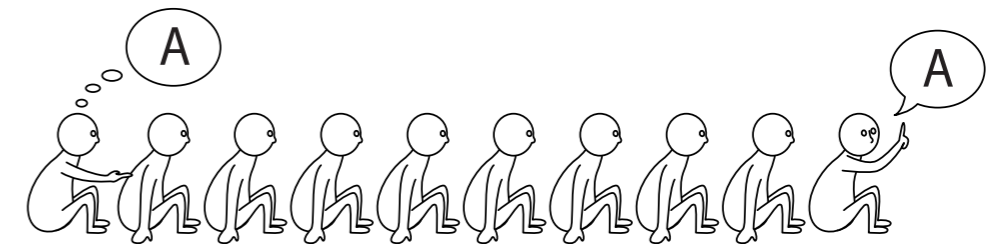
**Goal of the game**

Improve finger and eye coordination by attempting to steal cords of the other learners.

**What to watch for:** Note that this game can be quite competitive. Remind the learners to be gentle with one another.

**Cool down:** Secret message**Time:** 10 min**Equipment/accompaniment:** No equipment**How to conduct**

To play this game, divide the learners into groups of approximately 8, and have each group sit in a line without talking. Explain that it is important not to speak, as the other groups should not hear the secret message. Whisper a simple object to draw to the child sitting in the last position of each group. They then draw the object with their finger on the back of the learner in front of them. The learner in first position of each group should then guess what the secret message was and come and tell you what the message was. Groups that guess correctly receive a point. Possible objects include the sun, flower, tree, snake, cloud, and more.

**Goal of the game**

The learners need to be focussed and use their fine motor skills or 'small muscles'.

**What to watch for:** During this game the learners are not allowed to talk.



31

**PLANTS: Fine muscle control**

Term 3 | Lesson 31 | Time: 30 min

**Equipment**

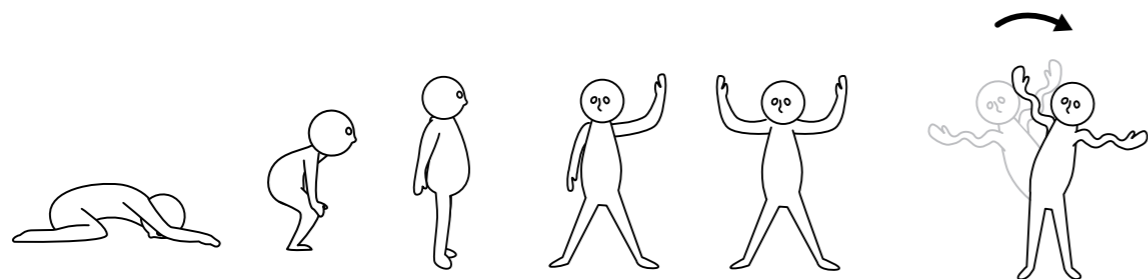
- No equipment

**Introduction: Grow like a tree**

Time: 5 min

**Equipment/accompaniment:** No equipment needed**How to conduct**

In this game, share a story with the learners about a growing tree and guide them to mimic the actions. Explain to the learners that they are each a seed of a tree that is lying in the ground (learners crouch as small as possible). Slowly, the seeds take root (the learners stand on but still remain small), Then with the sun's energy, they slowly grow taller (the learners stand upright). Over time, they grow branches (one arm forms a branch), then a second branch (second arm forms another branch). The tree is now firmly rooted in the ground and can stand the most violent storms (learners imitate trees in the wind, from weak to stronger storms).

**Goal of the game**

The learners are developing better control of the body.

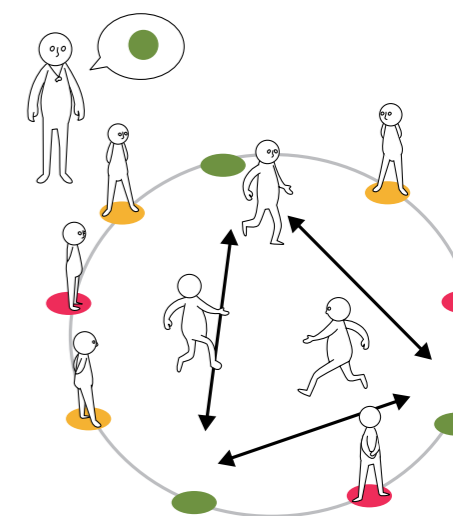
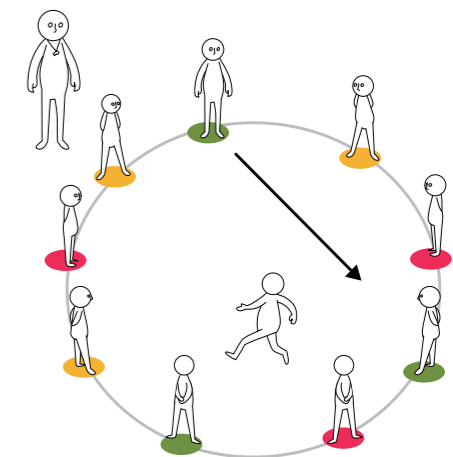
**What to watch for:** Make sure all children can see and hear you clearly.

**Main part: Fruit salad**

Time: 15 min

**Equipment/accompaniment:** No equipment**How to play**

To begin the game, have all the children sit in a circle and assign each learner to a fruit (pineapple, mango, papaya, orange, banana, or coconut), with about 8 learners per fruit. When every child knows his/her fruit, the game starts. When you call out a fruit, all children assigned to that fruit get up and change places with another learner who has the same fruit. Occasionally you will call 'fruit salad' and then all the children must stand up and change spots with any other fruit they want.

**Goal of the game**

The learners should be attentive and react quickly when it is their turn.

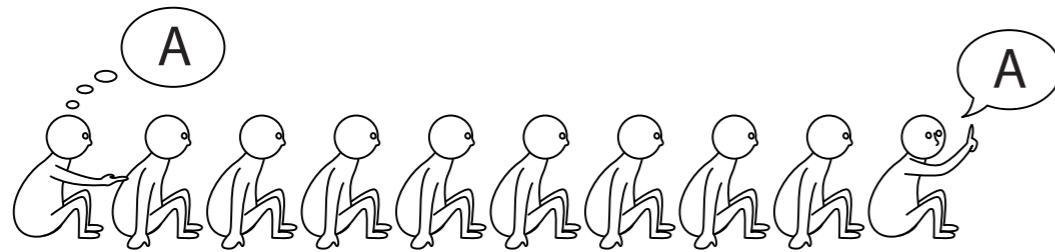
**What to watch for:** Ensure that children speak loud enough for all learners to hear when they need to swop.

**Cool down: Secret message**

Time: 10 min

**Equipment/accompaniment:** No equipment**How to conduct**

To play this game, divide the learners into groups of approximately 8, and have each group sit in a line without talking. Explain that it is important not to speak, as the other groups should not hear the secret message. Whisper a simple object to draw to the child sitting in the last position of each group. They then draw the object with their finger on the back of the learner in front of them. The learner in first position of each group should then guess what the secret message was and come and tell you what the message was. Groups that guess correctly receive a point. Possible objects include the sun, flower, tree, snake, cloud, and more.

**Goal of the game**

The learners need to be focussed and use their fine motor skills or 'small muscles'.

**What to watch for:** During this game the learners are not allowed to talk.



32

**PLANTS: Gross motor movements**

Term 3 | Lesson 32 | Time: 30 min

**Equipment**

- Cones
- Balls
- Material strips (or something else to tie the legs together)

**Introduction: Hello my friend**

Time: 5 min

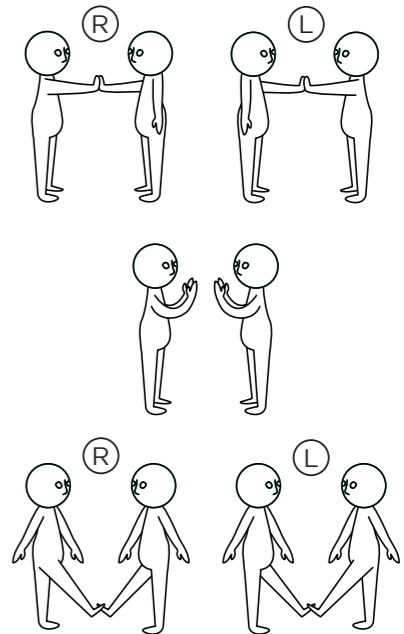
**Equipment/accompaniment:** No equipment**How to conduct**

Gather the children around you and explain that in the village where they live, it is usual for people to greet each other in a special way. It is a small village, so everyone knows each other.

Show the learners how the greeting works:

- High five with your right hands
- Clap your own hands
- High five with left hands
- Clap your own hands
- Right feet touch and tap
- Left feet touch and tap.

Practice this little choreography with the children. Now the children are allowed to run around the playing field wildly. Whenever they meet someone, they greet each other in this way with a high five or clapping hands.

**Goal of the game**

Develop an inner awareness of both sides of the body and cross the mid-line of the body.

**What to watch for:** Take enough time to demonstrate the greeting.

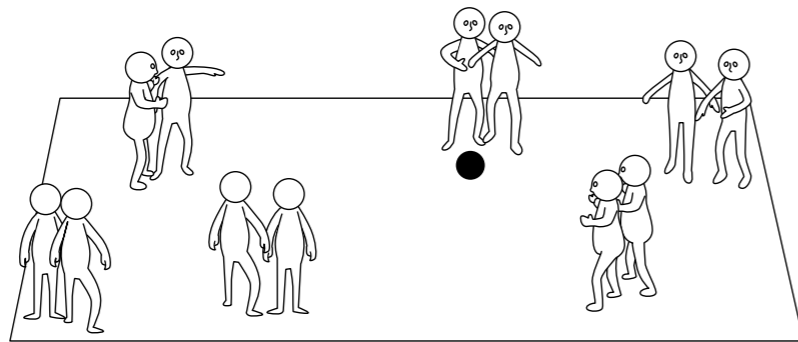


**Main part:** Three-legged soccer**Time:** 20 min

**Equipment/accompaniment:** Cones, a ball, and material strips (or something else to tie the legs together)

**How to play**

To play this game, divide the learners into 2 teams and define the playing area and the 2 goalposts, which should not be too small. Within the teams pair up the learners and tie together the left foot of one child and the right foot of the other child. If there isn't enough material to tie their legs together, the learners can hook their elbows together. The teams will then play a game of soccer against each other, using only their feet to touch the ball. There are no goalkeepers in this game, and the team with the most goals at the end of the game wins.

**Goal of the game**

This game will help improve the learners' foot-eye coordination in a fun and playful way. This will also better prepare the group for bigger sports games in the future.

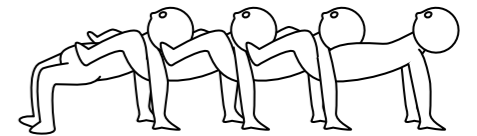
**What to watch for:** If possible start with a soft ball.

**Cool down:** Walking on hands**Time:** 5 min

**Equipment/accompaniment:** No equipment

**How to conduct**

Have all of the learners sit in a line, one behind each other. Instruct each learner to hug the child in front of him/her with both legs and support themselves with both hands on the ground. Then, give the command for all of the students to lift up their hips, creating a worm-like shape, and try to move forward on the learners' hands.

**Goal of the game**

The learners develop and improve their coordination skills even under unfamiliar and challenging situations.

**What to watch for:** If the exercise is too challenging to do with the whole group, then first try to do it in groups of four. If a child is uncomfortable with this activity, it is important to respect his/her decision.

# The *KaziKidz* Teaching Material

## Moving-to-Music



### 4.2 Moving-to-Music

## Instructions For Moving-to-Music

The 'Moving-to-Music' lessons are designed to support teachers to develop personal, physical and psychological skills through dance and movement experiences. With the ready-made lessons, teachers are empowered to teach dance and conduct dance lessons in a school setting with bigger class sizes. Each lesson has direct instructions that can be read or translated directly to the learners. Teachers do not require any prior knowledge or training in dance. Where teachers are absent, community members or learners will be able to read these instructions and facilitate a meaningful dance experience.

The duration of each lesson is 30 minutes and is split into three parts. In the introduction of each lesson you will find what equipment you require for the execution of the dancing lesson. You can choose between using a drummer (you can drum yourself, ask a community member or ask a different learner to drum for each lesson), choose or play your own songs. You can also choose to do the activities without any accompaniment. There will always be different options to include music, rhythm or movement without music for each lesson. Each lesson starts with a warm-up and/or cardio activity. The warm-up aims at limbering up joints and muscles before interacting in jumping, spins and dancing movements.

Furthermore, the goal is to increase the heart rate and fitness by playful games. The warm-up is followed by an introduction to the specific lesson focus. The main section contains exploring new movements or concepts, musical songs and creative individual and group activities. The action-song-lessons contain instructions to facilitate the basic steps in the form of a song. Creative-dance-lessons focus on each learner's own way of moving, as they are encouraged to explore new ways of moving through specific prompts and creative collaborative work. Both types of lessons include activities that among other things teach expressive and explorative movement, interpretation of rhythm and music, improvisation and body awareness. Learners are able to explore the elements of movement such as space, direction, rhythms and sensory awareness. Each lesson closes with a cool-down section in order to calm the learners and prepare them for further school work.

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

**All songs, lessons and even more materials are available on [www.kazibantu.org](http://www.kazibantu.org)**

# Lesson-Tracker

Moving-to-Music



This overview table facilitates the tracking of the lessons.

Component	Term	Lesson No.	Theme	Lesson Content	Date
Moving-to-Music	Term 1	Lesson 1	Myself	Speed of movement	
		Lesson 2	Myself	Movement exploration	
		Lesson 3	Myself	Movement vocabulary	
		Lesson 4	My Body	Isolations	
		Lesson 5	My Body	Contrasting movements	
		Lesson 6	My Body	Balance	
		Lesson 7	My Body	Rhythm and body percussion	
		Lesson 8	My Family	Diversity of movements	
		Lesson 9	My Family	Balance and partner work	
		Lesson 10	My Family	Movement quality and repertoire	
		Lesson 11	My Family	Storytelling	
	Term 2	Lesson 12	My Home	Speed of movement	
		Lesson 13	My Home	Movement exploration	
		Lesson 14	My Home	Balance	
		Lesson 15	My School	Movement vocabulary	
		Lesson 16	My School	Balance and partner work	
		Lesson 17	My School	Isolations	
		Lesson 18	My School	Diversity of movements	
		Lesson 19	My Community	Rhythm and body percussion	
		Lesson 20	My Community	Contrasting movements	
		Lesson 21	My Community	Movement quality and repertoire	
		Lesson 22	My Community	Traditional dances	
	Term 3	Lesson 23	Animals	Speed of movement	
		Lesson 24	Animals	Insects and their movements	
		Lesson 25	Animals	Movement of animals	
		Lesson 26	Animals	Diversity of movements	
		Lesson 27	Water	Contrasting movements	
		Lesson 28	Water	Balance and movement exploration	
		Lesson 29	Water	Movement quality and repertoire	
		Lesson 30	Plants	Isolations	
		Lesson 31	Plants	Balance and partner work	
		Lesson 32	Plants	Traditional dances (harvest time)	



# 1 MYSELF: Sing and dance

Term 1 | Lesson 1 | Time: 30 min

## Equipment

- Sing your own melody or play music on any musical instrument or electronic device. For example, a cell phone.

## Introduction: Introductory song

Time: 5 min

**What you need/accompaniment:** A drum or any musical instrument or electronic device that can play music. For example: A cell phone.

## Singing while moving

Get the learners to stand in a circle with you. You begin singing the following song:

'It is time for moving can you see, let us get together 1, 2, 3.'

As the teacher, sing these words along with any familiar melody that works. Let the learners sing with you. Repeat the little song 5 times then start moving while singing the song 5 more times.

## Goal of the game

To motivate learners for the movement lesson.

**What to watch for:** Make sure learners know the words of the song before you start dancing in the circle. Play or sing the music at the pace and rhythm of your choice.

## Main part 1: I am special

Time: 10 min

**What you need/accompaniment:** A drum or any musical instrument or electronic device that can play music. For example, a cell phone.

## How to move

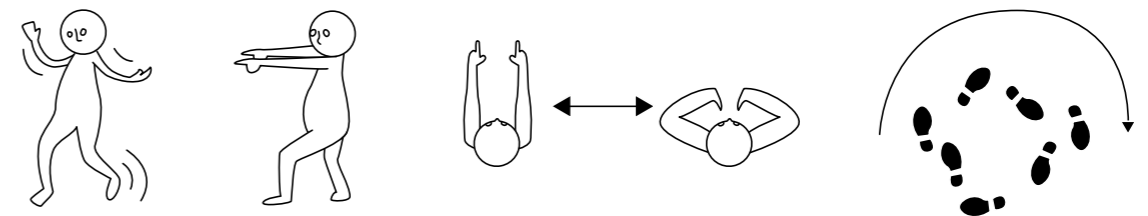
The aim of this is to encourage the children to move and dance freely in their own special way while signing the 'I am special' song.

Ask the children to join you in a circle, then sing the first part of the song while pointing to yourself: 'I am special, look at me'. Then walk in a circle and point towards the learners who point at each other and sing 'a very special person'. Finally point back at yourself, and encourage the children to point at themselves for the last line of the song, 'that is me'.

Repeat the song 5 times, and vary the speed each time (very slow, slow, medium, fast, very fast).

Lyrics of the Song: (Melody: I hear thunder / Are you sleeping brother John)

I am special  
I am special  
Look at me  
Look at me  
A very special person  
A very special person  
That is me  
That is me



## Goal of the game

Move at different speeds.

**What to watch for:** If learners struggle with the faster tempo do not increase the speed.

**Main part 2: Clap your name**

**Time:** 10 min

**What you need/accompaniment:** No equipment

**Clapping in syllables**

The aim of this lesson is to teach the learners to clap their names in syllables.

Stand in a circle together with the learners, and as the teacher, clap your own name in syllables. Let the learners repeat after you.

Now, ask the learners to clap their own names in syllables one by one. After each turn, the class can repeat that learner's name together.

Learner 1: 'Ka - zi' ('Clap - Clap')  
Everyone : 'Ka - zi' ('Clap - Clap')

In a second round, let the learners stamp their names in syllables with their left or right foot.

Finally, the learners can combine stamping and clapping.

Examples:  
'Ka-zi' ('Clap - Stamp')  
'Ma - ri - a' ('Stamp - Clap - Stamp')



**Goal of the game**

To move with different body parts – the hands and feet.

**What to watch for:** Make sure learners are able to clap their name in syllables before they stomp their feet. Let learners stomp their name with their dominant foot first. If they do not know which foot that is, ask them which foot they use to kick a ball. That is naturally their dominant foot.

**Cool down: Imaginary things**

**Time:** 5 min

**What you need/accompaniment:** A drum or any musical instrument or electronic device that can play a slow rhythm. For example, a cell phone. You can also sing your own melody.

**How to stretch**

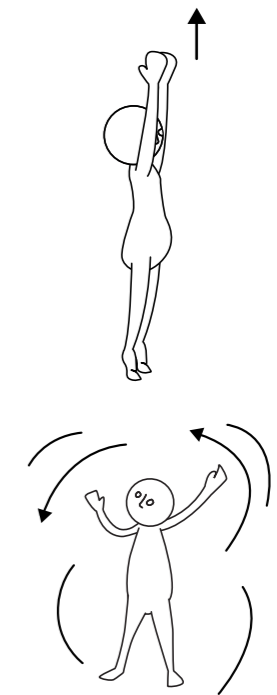
Gather the learners in a circle, and sing a song together with them. Encourage the children to perform the actions in the song.

'You are a monkey who wants to take a banana from the tree.'

- 'Reach high for the banana.'
- 'Take the banana.'
- 'Shake your whole body.'

Repeat this song 4 times.

Once you are done with the lesson, say or sing this sentence: 'Moving time is done for today, see you later and have a great day!'



**Goal of the game**

Cool down and relax the body.

**What to watch for:** Make sure that learners first use their right hand and then their left hand to reach for the sky.



## 2 MYSELF: Sing and dance

Term 1 | Lesson 2 | Time: 30 min

### Equipment

- Sing your own melody or play music on any musical instrument or electronic device. For example, a cell phone.

### Introduction: Introductory song

Time: 5 min

**What you need/accompaniment:** A drum or any musical instrument or electronic device that can play music.

### Singing while moving

Get the learners to stand in a circle with you. You begin singing the following song:

'It is time for moving can you see, let us get together 1, 2, 3.'

As the teacher, sing these words along with any familiar melody that works. Let the learners sing with you. Repeat the little song 5 times then start moving while singing the song 5 more times.

### Goal of the game

To motivate learners for the movement lesson.

**What to watch for:** Make sure learners know the words of the song before you start dancing together in the circle. Play the music at the pace and rhythm of your choice.

### Main part 1: I am special

Time: 5 min

**What you need/accompaniment:** A drum or any musical instrument or electronic device that can play music. For example, a cell phone.

### How to move

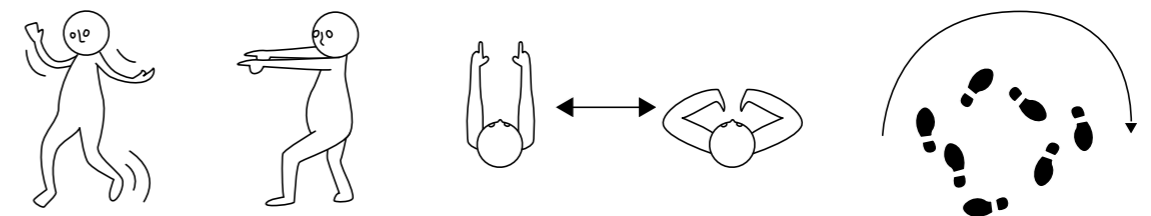
The aim of this is to encourage the children to move and dance freely in their own special way while signing the 'I am special' song.

Ask the children to join you in a circle, then sing the first part of the song while pointing to yourself: 'I am special, look at me'. Then walk in a circle and point towards the learners who point at each other and sing 'a very special person'. Finally point back at yourself, and encourage the children to point at themselves for the last line of the song, 'That is me'.

Repeat the song four times, and vary the volume of your voice. Start quietly and get louder towards the end. While dancing, match your movements to your volume. Make the movements bigger as the song gets louder.

Lyrics of the Song: (Melody: I hear thunder / Are you sleeping brother John)

I am special  
I am special  
Look at me  
Look at me  
A very special person  
A very special person  
That is me  
That is me



### Goal of the game

To move while singing at different volumes.

**What to watch for:** If children struggle with the movements do not increase movement size.

**Main part 2: Name game**

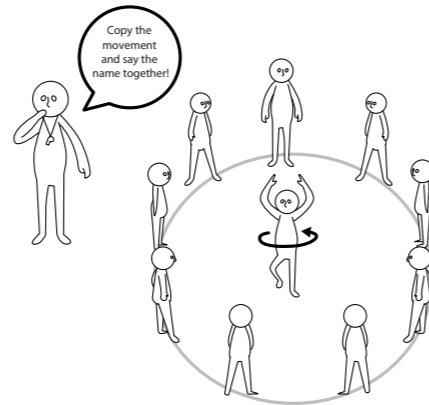
**Time:** 10 min

**What you need/accompaniment:** No equipment

**Copy game**

The aim of this game is to teach the learners to listen and copy each other, and to encourage movement.

Gather the learners in a circle. Start the game by saying your name, and then performing a movement. For example: 'Teacher Sarah' (lift your right foot off the ground'). Now encourage the learners to repeat your name and copy the movement. Tell the learner in the circle next to you, 'It is your turn! Say your name and show us your favourite movement.' Instruct the children to copy the movement and say the child's name together. The game continues until each learner has his/her turn to say their name and demonstrate their favourite movement to the class.



**Goal of the game**

To listen and copy.

**What to watch for:** Make sure learners can copy the movement before moving to the next one.

**Cool down: Cool down circle**

**Time:** 5 min

**What you need/accompaniment:** Any electronic device you can play music with. For example, a cell phone.

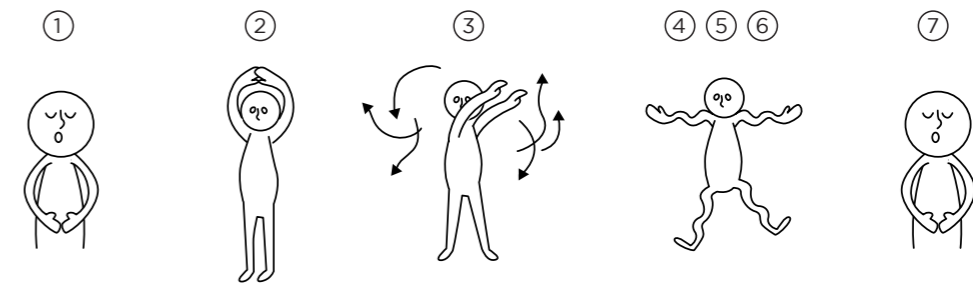
**How to stretch**

The aim of this game is to cool down, stretch and relax the body.

Gather the learners in a circle and instruct them to do the following movements:

1. 'Slowly take a deep breath through your nose and breathe out through your mouth.' (Repeat 3 times)
2. 'Stand with both of your arms overhead, place your feet wide apart and bend your knees a little.'
3. 'Gently wave your arms from side to side and forward and backwards like a tree in a gentle wind.'
4. 'Lower your arms to the side, then gently shake one arm, then shake the other, then shake both together.'
5. 'Now shake one leg, shake the other leg, then move both legs together.'
6. 'Shake your head, shake your hips, then shake your whole body.'
7. 'Slowly take a deep breath through your nose and breathe out through your mouth.' (Repeat 3 times)

Once you have gone through the movements 3 times, say or sing this sentence: 'Moving time is done for today, see you later and have a great day!'



**Goal of the game**

To cool down and relax the body.

**What to watch for:** Make sure that the tempo of the song is not too fast.



### 3 MYSELF: Body parts and freezes

Term 1 | Lesson 3 | Time: 30 min

#### Equipment

- Sing your own melody or play music on any musical instrument or electronic device. For example, a cell phone.

#### Introduction: Introductory song

Time: 5 min

**What you need/accompaniment:** A drum or any musical instrument or electronic device that can play music.

#### Singing while moving

Get the learners to stand in a circle with you. You begin singing the following song:

'It is time for moving can you see, let us get together 1, 2, 3.'

As the teacher, sing these words along with any familiar melody that works. Let the learners sing with you. Repeat the little song 5 times then start moving while singing the song 5 more times.

#### Goal of the game

To motivate learners for the movement lesson.

**What to watch for:** Make sure learners know the words of the song before you start dancing together in the circle. Play the music at the pace and rhythm of your choice.

#### Main part 1: Dance like I do

Time: 10 min

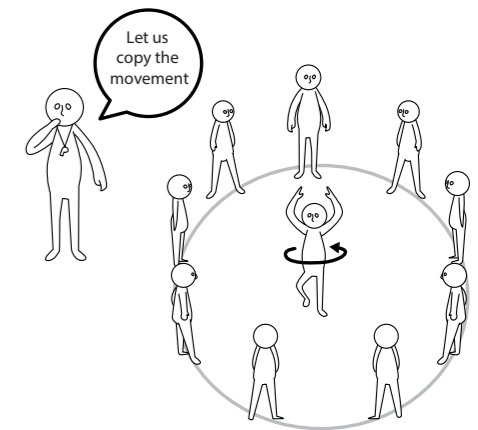
**What you need/accompaniment:** Sing your own melody or play music or a song of your choice on a musical instrument or electronic device. For example, a cell phone.

#### How to conduct

Gather the children in a big circle, and select one learner to stand in the middle. Play music while the learner shows off any dance move they like.

Instruct the learners, 'Let us copy the movement.' 'Let us do the movement 5 times.' 'Count with me: 1, 2, 3, 4, 5!' Now as the teacher, select another child to enter the middle of the circle and show off their favourite dance move. Instruct the whole class to copy the movement 5 times.

Repeat the game until about 10 learners have had a chance to enter the circle.



#### Goal of the game

To copy movements.

**What to watch for:** Ensure learners can copy the movements before moving to the next one. Play the music at the pace and rhythm of your choice.



**Main part 2: The good morning dance**

Time: 10 min

**What you need/accompaniment:** No equipment**How to play**

Gather the learners in a circle with you. Ask them to show you movements that relate to everyday activities.

For example, 'What do you do when you wake up in the morning? Show me how you wake up.' Some ideas for activities for the learners to demonstrate include:

- 'How do you wash your face?'
- 'How do you clean your teeth?'
- 'How do you get dressed? How do you put on your pants?'
- 'How do you put on your socks and shoes?'
- 'How do you fix your hair?'

For the second part of the activity, divide the class into groups of 2 to 5 learners. Each group must design their own unique 'wake-up in the morning' dance. The dance must include 4 movements showing how they wake up in the morning. The dance should be around 30 seconds long. Give the learners 5 to 10 minutes to practice their dance.

**Goal of the game**

Working together.

**What to watch for:** Make sure learners are working together in their groups and practicing the dance.

**Cool down: Present your morning routine**

Time: 5 min

**What you need/accompaniment:** No equipment**It is show time**

Instruct each group to present their dance to the class. Each group has 30 seconds to present their dance.

**Goal of the game**

To teach learners about teamwork.

**What to watch for:** Ensure the learners do not disrupt the group that is presenting their dance.



4

**MY BODY: Body parts and freezes**

Term 1 | Lesson 4 | Time: 30 min

**Equipment**

- Sing your own melody or play music on any musical instrument or electronic device. For example, a cell phone.

**Introduction: Introductory song**

Time: 5 min

**What you need/accompaniment:** A drum or any musical instrument or electronic device that can play music.

**Singing while moving**

Get the learners to stand in a circle with you. You begin singing the following song:

'It is time for moving can you see, let us get together 1, 2, 3.'

As the teacher, sing these words along with any familiar melody that works. Let the learners sing with you. Repeat the little song 5 times then start moving while singing the song 5 more times.

**Goal of the game**

To motivate learners for the movement lesson.

**What to watch for:** If learners struggle with different directions, use one direction at a time. Play the music at the pace and rhythm of your choice.

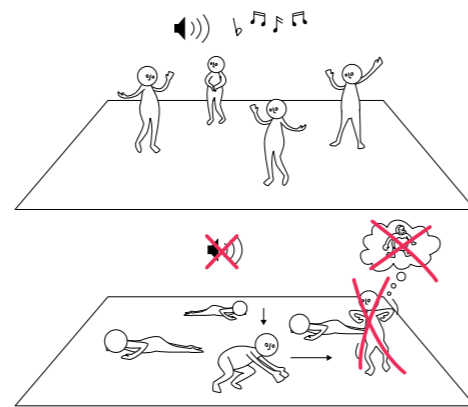
**Main part 1: Drop like a rock**

**Time:** 5 min

**What you need/accompaniment:** A drum or any musical instrument or electronic device that can play music. For example, a cell phone.

**How to play**

Gather the learners in a space with lots of room for movement. Stand in front of the learners, facing them. As the teacher, beat a drum, or play any song on an instrument or electronic device. Your role is to randomly stop the music at different times during the activity. Start the activity by playing music and encouraging all the learners to dance around the area. Tell the learners 'When the music stops, you must drop to the floor like a rock.' The last child to drop to the floor must dance the next round with a stiff limb. For example, with one stiff arm.



Repeat the activity several times by starting and stopping the music over again.

**Goal of the game**

To develop listening skills.

**What to watch for:** Make the play area big enough so children do not fall on top of each other.

**Main part 2: Head, shoulders, knees and toes**

**Time:** 5 min

**What you need/accompaniment:** A drum or any musical instrument or electronic device that can play music. For example, a cell phone.

**How to move**

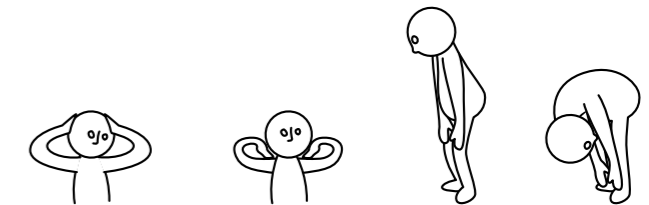
As the teacher, sing the 'body parts' song and touch your corresponding body parts. Encourage the learners to copy you, and touch their own body parts.

Lyrics to the song:

'Head, shoulders, knees and toes,  
knees and toes.

Head, shoulders, knees and toes,  
knees and toes.

And eyes and ears and mouth and nose.  
Head, shoulders, knees and toes,  
knees and toes.'



For the second part of the activity, sing the song again. But this time, leave out 1 body part the first time you sing it. Only touch the body part, without saying the word. Leave out 2 body parts the second time you sing the song, 3 body parts the third time, and for the final song, all the body parts should be silent, and you should just be pointing to them.

Song 1

---, shoulders, knees and toes.

Song 2

---, ---, knees and toes.

Song 3

---, ---, ---, and toes.

Song 4

---, ---, ---, --- and ---.

**Goal of the game**

To help learners develop body part knowledge.

**What to watch for:** Ensure all learners know the words before removing words from the song.

**Main part 3: Discover new freezes**

**Time: 10 min**

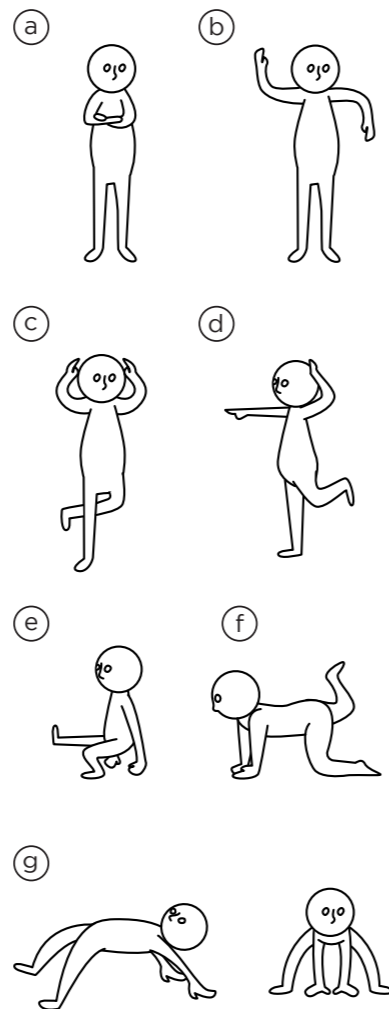
**What you need/accompaniment:** No equipment

**How to conduct**

Start the activity by explaining to the learners what a freeze/pose is. 'When you hold your body still one position without moving, that is a freeze/pose. Imagine it is really cold and your whole-body freezes.'

For the activity, play around with different freeze poses. Ask the learners:

- 'Can you do a freeze/pose with both feet on the ground?'
- 'Do another one, still with both feet on the ground.'
- 'Oh no! A big stone fell on your foot, you cannot stand on your foot anymore. Do a freeze/pose where only one foot touches the ground.'
- 'Try another one still on one foot.'
- 'Now show me a freeze/pose where both hands and one foot touch the ground.'
- 'Can you do another one?'
- 'How many different freeze/poses can you do with both feet and both hands on the ground?'



**Goal of the game**

To develop non-locomotor (balancing) skills.

**What to watch for:** If a learner cannot balance on one foot, let him/her hold on to a friend's hand.

**Cool down: Imaginary things**

**Time: 5 min**

**What you need/accompaniment:** A drum or any musical instrument or electronic device that can play music. For example, a cell phone.

**How to conduct**

As the teacher, tell the following imaginary story to your learners, and instruct them to act out the different movements in the story.

'Imagine you are in the forest.  
 You see berries hanging from a bush.  
 Eat some of the berries.  
 They are magical berries! They make you grow.  
 Grow bigger and bigger and bigger.  
 Grow so big that you feel very heavy and stiff,  
 so stiff that you cannot move your body.  
 Suddenly, it starts to rain.  
 Feel the rain on your body.  
 You start to shrink again. Slowly. Bit by bit.  
 First your toes, then your feet feel lighter and smaller.  
 Then your legs, hips,  
 stomach, until you become normal again.  
 Your chest relaxes and  
 your arms feel warm and movable.  
 Now even your face that was very puffy, starts  
 to move the muscles again into a smile.'

If you want to, you can play a soft, relaxing song in the background while you are telling the story.

Once you are done with the lesson, say or sing this sentence: 'Moving time is done for today, see you later and have a great day!'

**Goal of the game**

To cool down and relax the body.

**What to watch for:** Make sure that the tempo of the song is not too fast, this activity should be done slowly.



5

**MY BODY: Body parts and freezes**

Term 1 | Lesson 5 | Time: 30 min

**Equipment**

- Sing your own melody or play music on any musical instrument or electronic device. For example, a cell phone.

**Introduction: Introductory song**

Time: 5 min

**What you need/accompaniment:** No equipment**Singing while moving**

Get the learners to stand in a circle with you. You begin singing the following song:

'It is time for moving can you see, let us get together 1, 2, 3.'

As the teacher, sing these words along with any familiar melody that works. Let the learners sing with you. Repeat the little song 5 times then start moving while singing the song 5 more times.

**Goal of the game**

To motivate learners for the movement lesson.

**What to watch for:** If learners struggle with different directions use one direction at a time. For example: Walking forwards. Play the music at the pace and rhythm of your choice.

**Main part 1: March and jump**

Time: 10 min

**What you need/accompaniment:** Play music on any musical instrument or electronic device. For example, a cell phone.

**How to play**

Gather the learners in a space with lots of room for movement. Stand in front of the learners, and get them to form a large circle.

As the teacher, beat a drum, or play any song on an instrument or electronic device. Your role is to tell the children what movements to do while the music is playing. They must follow your instructions. Start the activity by playing music and encouraging all the learners to march in a circle. Tell the learners 'Keep marching, but when I say 'jump', you must jump once, as high as you can, and then keep marching...' While the music keeps playing and the children keep marching, change the instructions:

1. Call out: 'Jump!' every 10-20 seconds. (Repeat 5 times)
2. 'March as fast as you can.' (Repeat 'Jump!' 5 times)
3. 'March with high knees.' (Repeat 'Jump!' 5 times)
4. 'March while taking big steps.'
5. 'March while taking very little steps.'
6. 'March on the spot.'

**Goal of the game**

To develop locomotor skills.

**What to watch for:** Ensure that all learners jump 5 times, and follow the instructions. Play the music at the pace and rhythm of your choice.

**Main part 2: Head, shoulders, knees and toes**

**Time:** 5 min

**What you need/accompaniment:** Play music on any musical instrument or electronic device. For example, a cell phone.

**How to move**

As the teacher, sing the 'body parts' song and touch your corresponding body parts. Encourage the learners to copy you, and touch their own body parts.

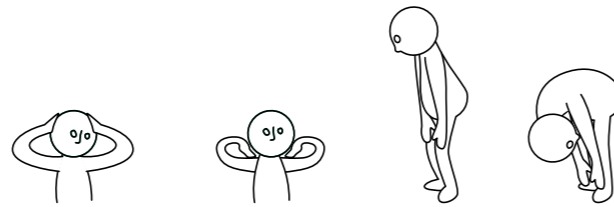
Lyrics to the song:

'Head, shoulders, knees and toes,  
knees and toes.

Head, shoulders, knees and toes,  
knees and toes.

And eyes and ears and mouth and nose.

Head, shoulders, knees and toes,  
knees and toes.'



As an alternative, the lyrics can also be sung backwards, for example:

'Toes, knees, shoulders and head,  
shoulders, head.

Toes, knees, shoulders and head,  
shoulders, head.

And nose and mouth and ears and eyes.

Toes, knees, shoulders and head,  
shoulders, head.'

For the second part of the activity, sing the song again. But this time, leave out 1 body part the first time you sing it. Only touch the body part, without saying the word. Leave out 2 body parts the second time you sing the song, 3 body parts the third time, and for the final song, all the body parts should be silent, and you should just be pointing to them.

Song 1

----, shoulders, knees and toes.

Song 2

----, ----, knees and toes.

Song 3

----, ----, ----, and toes.

Song 4

----, ----, ----, ---- and ----.

**Main part 2 continued: Head, shoulders, knees and toes**

**Goal of the game**

To help learners develop body part knowledge.

**What to watch for:** If singing the song backwards is too difficult, keep singing 'head, shoulders, knees and toes' but increase the tempo and sing it faster every time.

**Main part 3: Discover new freezes**

**Time:** 10 min

**What you need/accompaniment:** No equipment

**How to conduct**

Start the activity by reminding the learners what a freeze/pose is. 'When you hold your body still in one position without moving, that is a freeze/pose. Imagine it is really cold and your whole-body freezes.'

For the activity, play around with new freeze poses. Ask the learners if they remember any of the poses they did when you played the game before. Let them show you some of their poses.

Now ask the learners to do the following new freezes/poses:

- 'Can you do a freeze/pose where both feet and one knee touches the ground?'
- 'Can you do a freeze/pose where one foot and one hand touches the ground?'
- 'Can you do a freeze where one foot touches the ground and one hand touches one of your feet?'
- 'Can you do a freeze/pose where your bottom, one hand and one foot touch the ground?'
- 'Now try to invent a freeze on your own or make your favorite freeze.'



**Goal of the game**

To develop non-locomotor (balancing) skills.

**What to watch for:** If learners struggle to freeze in a certain position, adapt your freeze to an easier position. For example: If the a child struggles with the pose of one hand and one foot on the ground, let them freeze with both hands and one foot on the ground.

### Cool down: Cool down circle

Time: 5 min

**What you need/accompaniment:** Any electronic device you can play music with. For example, a cell phone.

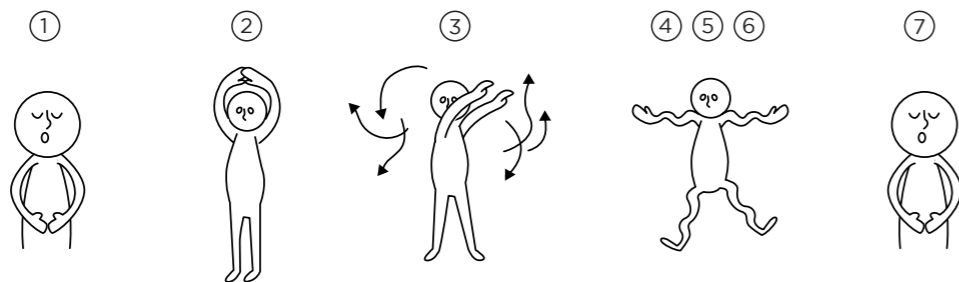
### How to stretch

The aim of this game is to cool down, stretch and relax the body.

Gather the learners in a circle and instruct them to do the following movements:

1. 'Slowly take a deep breath through your nose and out through your mouth.' (Repeat 3 times)
2. 'Stand with both of your arms overhead, place your feet wide apart and bend your knees a little.'
3. 'Gently wave your arms from side to side and forward and backwards like a tree in a gentle wind.'
4. 'Lower your arms to the side, then gently shake one arm, then shake the other, then shake and both together.'
5. 'Now shake one leg, shake the other leg, then move both legs together.'
6. 'Shake your head, shake your hips, then shake your whole body.'
7. 'Slowly take a deep breath through your nose and out through your mouth.' (Repeat 3 times)

Once you have gone through the movements 3 times, say or sing this sentence: 'Moving time is done for today, see you later and have a great day!'



### Goal of the game

To cool down and relax the body.

**What to watch for:** Make sure that the tempo of the song is not too fast.



## 6

### MY BODY: Mobilisations and Isolations

Term 1 | Lesson 6 | Time: 30 min

### Equipment

- Play or sing any song of your choice on any musical device (including the drums). Play at any pace and rhythm.

### Introduction: Introductory song

Time: 5 min

**What you need/accompaniment:** No equipment needed.

### Singing while moving

Walk around in any direction (sideways, forward, backwards etc.) using the whole space while singing these words:

'It is time for moving can you see, let's get together 1, 2, 3'

Jump three times while singing these words '1,2, 3'. Sing the little song to any melody and encourage the learners to sing with you. Repeat the song five times.

### Goal of the game

Keep it fun and motivate learners for the movement lesson.

**What to watch for:** If learners are struggling with moving in different directions use one direction at a time. For example, having them practice walking backwards.

**Main part 1: Musical statues****Time:** 10 min

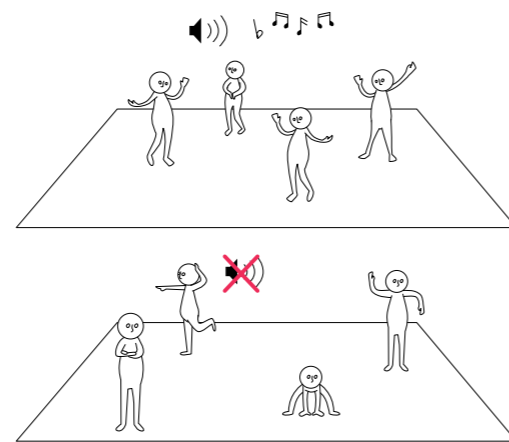
**What you need/accompaniment:** Play your own music on any musical device or play a rhythm on the drums.

**How to play**

In this game we are going to dance around the room to music, but when the music stops, learners should freeze like a statue.

Are you ready to play? Here are the instructions:

1. 'We are going to play a game called musical statues! When the music stops, you must freeze.'
2. Play music/drums: 'Move freely across your entire space!'
3. Stop music/drums: 'When the music stops, you must freeze! Don't move!'
4. 'The last person to move loses a body part and cannot dance with it anymore.'
5. As the teacher, you stop and start the music/drums.
6. Look for the child who moves last and inform the learner which body part they can't use anymore.
7. Repeat the game until most children are dancing only with one body part. The learners with the most body parts are the winners.

**Goal of the game**

This activity aids in development of body parts knowledge.

**What to watch for:** Ensure that you can see all learners dancing to see who freezes last and what body part they should not use.

**Main part 2: Dance like I do****Time:** 5 min

**What you need/accompaniment:** Sing your own melody or play music or a song of your choice on a musical instrument or electronic device. For example, a cell phone.

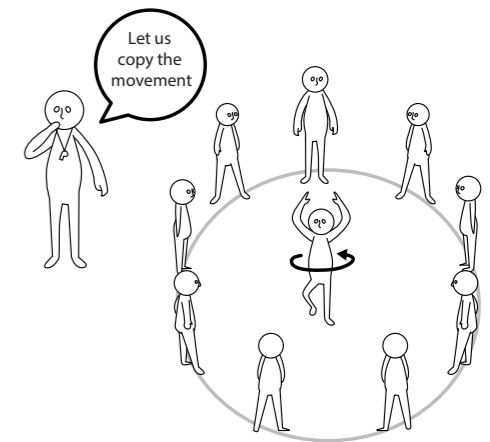
**How to conduct**

Gather the children in a big circle, and select one learner to stand in the middle of the circle. Play music while the learner shows off any dance move they like.

Instruct the learners, 'Let us copy the movement.' 'Let us do the movement 5 times.' 'Count with me: 1, 2, 3, 4, 5!' Now as the teacher, select another child to enter the middle of the circle and show off their favourite dance move.

Instruct the whole class to copy the movement 5 times. Repeat the game until about 10 learners have had a chance to enter the circle.

As a variation tell the learners to make the dance movement with one leg, two legs, one arm, two arms, head, and hands.

**Goal of the game**

To copy movements.

**What to watch for:** Ensure learners can copy the movements before moving to the next one. Play the music at the pace and rhythm of your choice.

### Cool down: Mobilisations and isolations

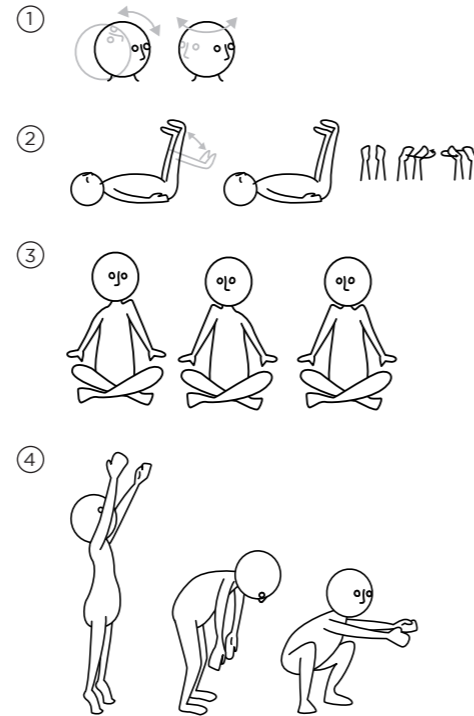
Time: 10 min

**What you need/accompaniment:** No equipment

#### How to move

Let's have some fun while we stretch and move our bodies! Follow along and let's get started:

1. 'Move your head as you look around you'.
  - a. 'Slowly look up to the sky and then down to the floor.' (Repeat 5 times)
  - b. 'Look for a friend next to you and then to the friend on the other side.' (Repeat 5 times)
2. 'Lie on your back.'
  - a. 'Put your feet up in the air and stretch your legs up and down.' (Repeat 3 times)
  - b. 'Keep your legs up in the air and make circles with your feet. Count to 5 as you make 5 circles.'
  - c. 'Circle your feet in the opposite direction.'
3. 'Sit on the floor.'
  - a. 'Lift one shoulder up and down 5 times while counting out loud'
  - b. 'Lift the other shoulder up and down 5 times together.'
  - c. 'Lift both shoulders up and down at the same time, repeat 5 times.'
4. 'Stand up straight.'
  - a. 'Grow as tall as you can, then bend and round your back. Straighten up and grow tall again.'
  - b. 'Bend and round your back while keeping your arms loose beside your body, then straighten up.'
  - c. 'Bend all the way to make a little ball on the floor, then stand tall again.'



Say or sing this sentence: 'Moving time is done for today, see you later and have a great day!'

#### Goal of the game

Cooling down.

**What to watch for:** Ensure that learners repeat each stretch 5 times before moving to the next stretch.



7

### MY BODY: Mobilisations and Isolations

Term 1 | Lesson 7 | Time: 30 min

#### Equipment

- Sing or play music on any musical instrument or electronic device. For example, a cell phone.

#### Introduction: Introductory song

Time: 5 min

**What you need/accompaniment:** No equipment

#### Singing while moving

For this activity encourage the learners to move around in different ways as they sing the words below. Get the learners to walk around in any direction (sideways, forward and backwards) and use the whole space you are in.

Here is an idea to use:

1. 'Try jumping three times while singing these words: 1, 2, 3.'
2. Sing these words and invite the children to join in: 'It is time for moving, can you see? Let us get together 1, 2, 3.'

As the teacher, you can sing this little song and have the learners sing along. Repeat it 5 times to really get moving and singing together!

#### Goal of the game

Motivating learners for the next movement lesson.

**What to watch for:** If learners struggle with different directions, try one direction at a time. For example, walking sideways. Play the music at the pace and rhythm of your choice.



**Main part 1: March and jump****Time: 5 min**

**What you need/accompaniment:** Play music on any electronic device or use drums. For example, a cell phone.

**How to play**

Here's how to play the fun game called 'March and Jump'.

1. 'Let's march to the music together. When I say 'jump', you should jump once.'
2. 'Get ready to jump! See how high you can go!'
3. 'Let's keep marching again.'
4. 'Get ready to jump. I'll call out 'jump' every 10 to 20 seconds. Let's repeat this 5 times!'
5. 'Now march as fast as you can.' (Repeat 'Jump!' 5 times)
6. 'March with high knees.' (Repeat 'Jump!' 5 times)
7. 'March while taking big steps.' (Repeat 'Jump!' 5 times)
8. 'March while taking very little steps.' (Repeat 'Jump!' 5 times)
9. 'March on the spot.' (Repeat 'Jump!' 5 times)
10. 'Finally, let's march across the room.' (Repeat 'Jump!' 5 times)

**Goal of the game**

To develop the ability to move using locomotor skills.

**What to watch for:** Ensure that all learners jump 5 times between marches.

**Main part 2: Atom game****Time: 10 min**

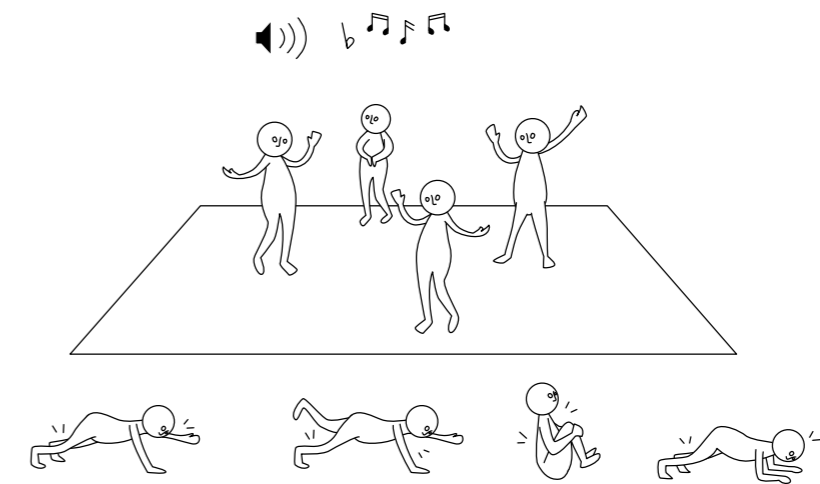
**What you need/accompaniment:** Play the drum in any rhythm and at any pace.

**How to play**

The Atom game is a fun and energetic game. It is a great way to get learners moving and having fun at the same time:

1. Ask someone to play the drum in any rhythm and at any pace. Say to the drummer: 'Stop and start whenever you like.'
2. While the drum is playing: 'Dance around the room.'
3. Stop the drum: 'Freeze in a position where only one hand and two feet touch the ground.'
4. Play the drum again: 'Dance around the room.'
5. Stop the drum: 'Freeze on two hands and one foot touching the ground.'
6. Play the drum: 'Dance around the room.'
7. Stop the drum: 'Freeze while sitting on only your bottom.'
8. Play the drum: 'Dance around the room.'
9. Stop the drum: 'Freeze with your elbows and feet on the floor.'

Encourage the learners to come with up other freeze positions that they discovered last week and try them out during the game.

**Goal of the game**

To develop the ability to control and move the body while in a stationary position. Balancing is one of the key non-locomotor skills.

**What to watch for:** If learners struggle to freeze in a certain position, adapt your freeze to an easier position. For example, if the learner struggle with the one hand and one foot pose, let him/her hold with both hand and one foot.

**Cool down: Mobilisations and isolations**

**Time: 10 min**

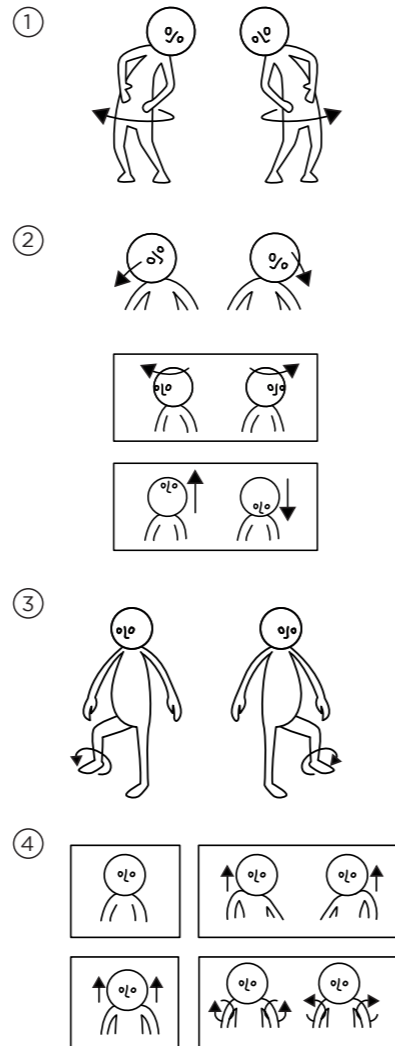
**What you need/accompaniment:** No equipment

**How to move**

In this movement game, learners will practice various body movements to help them develop their coordination, balance, and flexibility.

Instructions for learners:

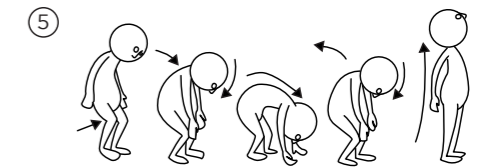
1. Hula hoops movements: Have learners stand with their legs a bit wider apart and make hula hoop circles with your hips. Encourage them to circle 5 times in one direction, then 5 times in the other direction.
2. Neck movements: Instruct learners to start by slowly moving their heads as they look around.
  - a. 'Move your head as you look around you.'
  - b. 'Slowly look up to the sky.'
  - c. 'Slowly look down to the floor.' (Repeat these head movements 5 times)
  - d. 'Look to the friend next to you.'
  - e. 'Look to your friend on the other side.' (Repeat 5 times)
  - f. 'Lay your head on your shoulder.' (Repeat 5 times)
  - g. 'Lay your head on the other shoulder.' (Repeat 5 times)
3. Ankle twists: Have learners lift one foot off the floor and roll the foot in circles while keeping their leg and the knee still. Encourage them to circle their ankles 5 times in one direction, then 5 times in the other direction. Then, have them lift the other foot and repeat the same movements.
4. Shoulders:
  - a. 'Lift your right shoulder up and down. Then, lift your left shoulder up and down.' (Repeat both 5 times). 'Then, lift both shoulders up and down at the same time.'
  - b. 'Roll your shoulders backwards. Start with small circles and make them bigger each time. Repeat the movements but now roll your shoulders forward.'



**Cool down continued: Mobilisations and isolations**

5. Stand up straight:

- a. 'Grow as tall and straight as you can go.'
- b. 'Bend and round your back.'
- c. 'Straighten up and grow as tall as you can go again.'
- d. 'Bend and round your back again and keep your arms hanging loose beside your body.'
- e. 'Straighten your back. Stand as tall as you can go.'
- f. 'Bend all the way to make a little ball on the floor.'
- g. 'Stand tall!'



Say or sing this sentence: 'Moving time is done for today, see you later and have a great day!'

**Goal of the game**

To cool down.

**What to watch for:** Ensure that each learner repeats each stretch 5 times before moving to the next stretch.



8

**MY FAMILY: Contrasting movements**

Term 1 | Lesson 8 | Time: 30 min

**Equipment**

- Sing or play music on any musical instrument or electronic device. For example, a cell phone.

**Introduction: Introductory song**

Time: 5 min

**What you need/accompaniment:** No equipment**Singing while moving**

For this activity encourage the learners to move around in different ways as they sing the words below. Get the learners to walk around in any direction (sideways, forward and backwards) and use the whole space you are in.

Here's an idea to use:

1. 'Try jumping three times while singing these words: 1, 2, 3.'
2. Sing these words and invite the children to join in: 'It is time for moving, can you see? Let us get together 1, 2, 3.'

As the teacher, you can sing this little song and have the learners sing along. Repeat it 5 times to really get moving and singing together!

**Goal of the game**

Motivating the learners for the next movement lesson.

**What to watch for:** If learners struggle with different directions use one direction at a time. For example, walking backwards. Play or sing the music at the pace and rhythm of your choice.

**Main part 1: Family dance**

Time: 10 min

**What you need/accompaniment:** Play music on any device or drums.**Time to move**

The 'Family dance' activity is to help learners become more familiar with how different people in their lives might behave, and to match their body movements to that person. Encourage learners to think about their family, or the people closest to them. Get the learners to say each characters' name and act it out.

As a teacher you can use family members and names that are most familiar to the learners in your class. For example, you can substitute 'mum' for 'mom' or 'pa' in place of 'papa'.

Let's start:

1. 'Papa slow - move slowly.'
2. 'Brother fast - move fast.'
3. 'Papa jelly - shake your whole body.'
4. 'Sister shy - walk backwards.'
5. 'Brother bounce - bounce! Jump up and down keeping your feet together.'
6. 'Baby small - make your body small, bend down to the floor and crawl.'
7. 'Mama strong - move proudly with your arms above your head.'
8. 'Sister tall - stretch up tall and move elegantly.'
9. 'Papa tickle - wave around your arms in a crazy way.'
10. 'Mama happy - move around with a big smile on your face.'

**Goal of the game**

To develop locomotor abilities and movements.

**What to watch for:** If learners find the activities too easy, increase the tempo or the beat of the song.

### Main part 2: Listen to the music

Time: 10 min

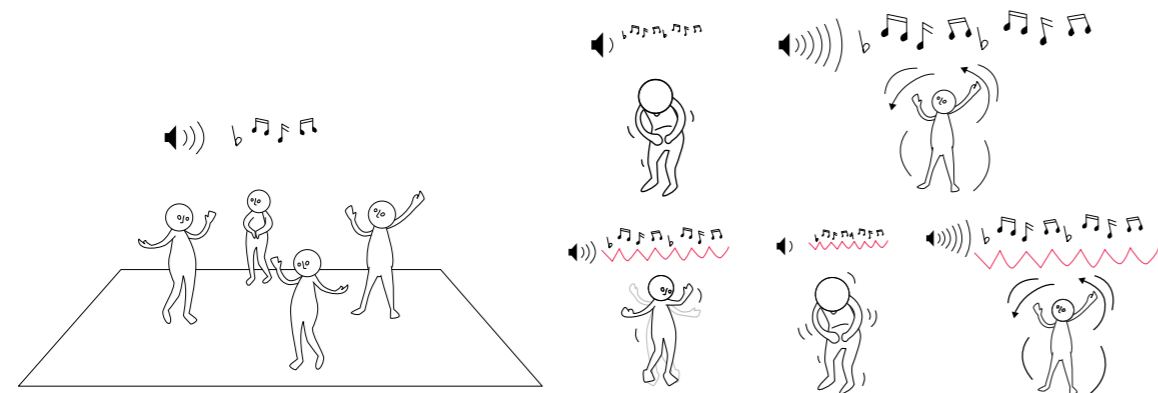
**What you need/accompaniment:** Choose any 2 songs to play or sing. Song 1 must be slow and song 2 must be fast. Play/sing each song softly and loudly.

### How to perform

In this activity you will guide learners through a series of musical experiences that will allow them to listen to music and move their bodies accordingly.

Lesson:

1. Begin by playing or singing song 1 and encourage the learners to: 'Dance around the room to the music!'
2. Play or sing song 1 softly: 'The music is soft. Make small movements!'
3. Play or sing song 1 loudly: 'The music is loud. Make big movements!'
4. Change to a fast song or drumming and instruct the learners: 'The music is fast. Move very fast.'
5. Play or sing the fast song slowly: 'The music is soft. Make small fast movements!'
6. Play or sing the fast song loudly: 'The music is loud. Make big movements!'
7. Repeat the activity 3 times to give your learners more opportunities to explore music through movement.



### Goal of the game

To develop learners locomotor skills or the skills used to move from one place to another. For example, rolling, balancing, running and hopping.

**What to watch for:** Make sure that learners have enough space to perform the big movements.

### Cool down: Cool down circle

Time: 5 min

**What you need/accompaniment:** No equipment

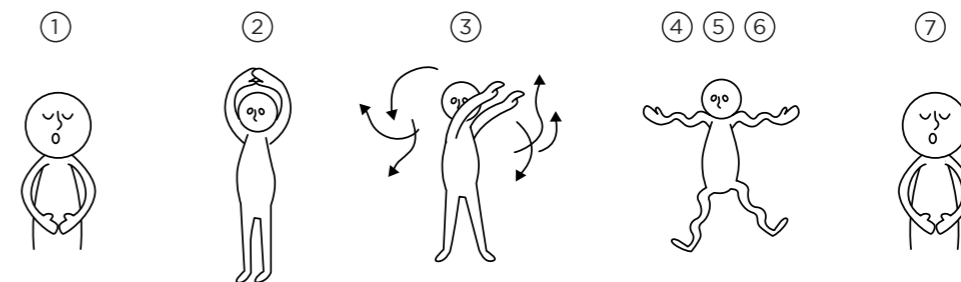
### How to stretch

The aim of this game is to cool down, stretch and relax the body.

Gather the learners in a circle and instruct them to do the following movements:

1. 'Slowly take a deep breath through your nose and out through your mouth.' (Repeat 3 times)
2. 'Stand with both of your arms overhead, place your feet wide apart and bend your knees a little.'
3. 'Gently wave your arms from side to side and forward and backwards like a tree in a gentle wind.'
4. 'Lower your arms to the side, then gently shake one arm, then shake the other, then shake both together.'
5. 'Now shake one leg, shake the other leg, then move both legs together.'
6. 'Shake your head, shake your hips, then shake your whole body.'
7. 'Slowly take a deep breath through your nose and out through your mouth.' (Repeat 3 times)

Once you have gone through the movements 3 times, say or sing this sentence: 'Moving time is done for today, see you later and have a great day!'



### Goal of the game

To cool down and relax the body.

**What to watch for:** Ensure that learners are breathing in through the nose and out through the mouth and not the other way around.



9

## MY FAMILY: Diversity of movements

Term 1 | Lesson 9 | Time: 30 min

### Equipment

- Sing your own melody.
- Use a musical device, including a cell phone or a drum.

### Introduction: Introductory song

Time: 5 min

**What you need/accompaniment:** No equipment

### Singing while moving

For this activity encourage the learners to move around in different ways as they sing the words below. Get the learners to walk around in any direction (sideways, forward and backwards) and use the whole space you are in.

Here is an idea to use:

1. 'Try jumping three times while singing these words: 1, 2, 3.'
2. Sing these words and invite the children to join in: 'It is time for moving, can you see? Let us get together 1, 2, 3.'

As the teacher, you can sing this little song and have the learners sing along. Repeat it 5 times to really get moving and singing together!

### Goal of the game

To motivate the learners for the next movement lesson.

**What to watch for:** If learners struggle with different directions use one direction at a time. For example, walking backwards. Play at the pace and rhythm of your choice.

### Main part 1: Family party

Time: 10 min

**What you need/accompaniment:** Drums or play music on any device.

### How to move

Let's have some fun while we learn about moving our bodies! Tell the learners to imagine they are at a big family party. Everyone is dancing, including grandpa, grandma, mom, dad, brother, sister, and even baby.

Instruct learners: 'Let us see if you can act, move or dance like the following people':

1. 'Move or dance like a baby.'
2. 'Move or dance like your sister.'
3. 'Move or dance like your big brother.'
4. 'Move or dance like your mom.'
5. 'Move or dance like your dad.'
6. 'Move or dance like your grandpa.'
7. 'Move or dance like your grandma.'
8. 'For the last one move or dance just like you!'

### Goal of the game

To develop locomotor skills and abilities.

**What to watch for:** For variation tempo/beat of the song can be increased or slowed down.

**Main part 2: Circle dance song**

Time: 10 min

**What you need/accompaniment:** Use drums and read instructions. Play at the pace and rhythm of your choice. Change the speed of the drums. For example, one verse medium paced, one verse very fast and one verse slow.

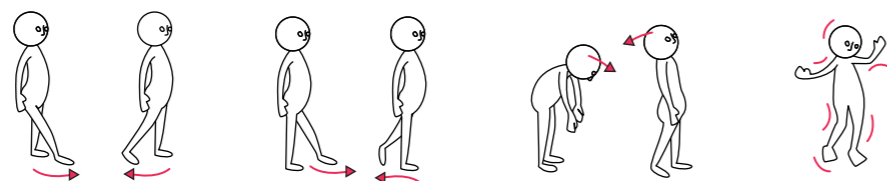
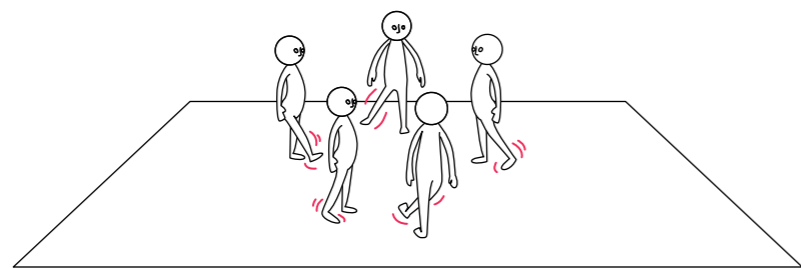
**How to move**

In this activity we are going to practice gross motor skills and coordination by doing a 'circle dance'. You can either use a popular song rhythm you know or use drums to create your own lyrics. To start, get the learners to first form a circle and practice the following movements and lyrics:

- 'Place your one foot into the circle.'
- 'Place your one foot outside of the circle.'
- 'Place your other foot in.'
- 'Place your other foot out.'
- 'Place your whole head in.'
- 'Place your whole head out.'
- 'Shake your whole body all about.'
- 'Let us see if you can do the Circle dance.'

Now, using your chosen rhythm or melody, sing the lyrics below:

Chorus:  
 Jump in the circle  
 Jump in the circle  
 Jump in the circle  
 1-2-3-4  
 (Repeat)



**Main part 2 continued: Circle dance song**

Verse:  
 Left foot goes in  
 Left foot goes out  
 Left foot goes in  
 Shake it all about.

Right foot goes in  
 Right foot goes out  
 Right foot goes in  
 Shake it all about.

Chorus  
 (Repeat)

Verse:  
 Let's clap our hands  
 Clap to the beat  
 Let's clap our hands  
 Let's feel the beat.

Let's stamp our feet  
 Stamp to the beat  
 Let's stamp our feet  
 Stamp to the beat.

Chorus:  
 (Repeat)

**Goal of the game**

To develop the left and right and body parts coordination.

**What to watch for:** If learners struggle with left and right, have them use their dominant hand and foot (the hand they hold their pencil with) to enter the circle first and then alternate with the non-dominant hand and foot for the next rounds.

**Cool down: Imaginary things**

Time: 5 min

**What you need/accompaniment:** A drum or any musical instrument or electronic device that can play music. For example: A cell phone. You can also sing your own melody.

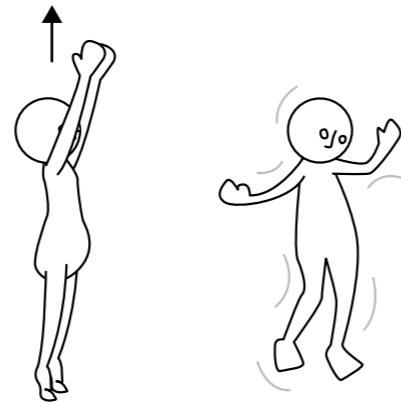
**How to stretch**

Gather the learners in a circle, and sing a song together with them. Encourage the children to perform the actions in the song.

- 'You are a monkey who wants to take a banana from the tree.'
- 'Reach high for the banana.'
- 'Take the banana.'
- 'Shake your whole body.'

Repeat this song 4 times.

Once you are done with the lesson, say or sing this sentence: 'Moving time is done for today, see you later and have a great day!'



**Goal of the game**

Cool down and relax the body.

**What to watch for:** Make sure that learners alternate the hand that they are stretching with.



10

**MY FAMILY: Diversity of movements**

Term 1 | Lesson 10 | Time: 30 min

**Equipment**

- Sing your own song or play music on any musical instrument or electronic device. For example, a cell phone.

**Introduction: Introductory song**

Time: 5 min

**What you need/accompaniment:** No equipment

**Moving while singing**

For this activity start by setting the scene for the learners. Imagine you are holding a 'microphone' in your hands and you are about to perform a song for your audience. Sing the words below to any melody you know into your microphone, and encourage the learners to sing along with you.

Here is how to do it:

1. 'It is time for moving can you see. Let us get together 1, 2, 3.'
2. As you sing the words '1, 2, 3' encourage the learners to jump 3 times.
3. Repeat the little song 5 times, allowing the learners to sing and jump along with you each time.



**Goal of the game**

To motivate learners for the next movement lesson.

**What to watch for:** For variations jump to the side, back and front. Play or sing the music at the pace and rhythm of your choice.

**Main part 1: Family dance****Time:** 10 min

**What you need/accompaniment:** A drum or any musical instrument or electronic device that can play music.

**Time to move**

The 'Family dance' activity is to help learners become more familiar with how different people in their lives might behave, and to match their body movements to that person. Encourage learners to think about their family, or the people closest to them. Get the learners to say each character's name and act it out.

As a teacher you can use family members and names that are most familiar to the learners in your class. For example, you can substitute 'mum' for 'mom' or 'pa' in place of 'papa'.

Let's start:

1. 'Papa slow - move slowly.'
2. 'Brother fast - move fast.'
3. 'Papa jelly - shake your whole body.'
4. 'Sister shy - walk backwards.'
5. 'Brother bounce - bounce! Jump up and down keeping your feet together.'
6. 'Baby small - make your body small, bend down to the floor and crawl.'
7. 'Mama strong - move proudly with your arms above your head.'
8. 'Sister tall - stretch up tall and move elegantly.'
9. 'Papa tickle - wave around your arms in a crazy way.'
10. 'Mama happy - move around with a big smile on your face.'

**Goal of the game**

To develop locomotor abilities and movements.

**What to watch for:** If learners find the activities too easy, increase the tempo or the beat of the song.

**Main part 2: Creative group activity****Time:** 10 min

**What you need/accompaniment:** A drum or any bluetooth device for playing music.

**How to move**

As a Grade R teacher, you have a wonderful opportunity to help your learners develop their creativity and teamwork skills through this activity.

Here is how to do it:

1. Start by dividing your class into groups of 4.
2. Instruct your learners to create a dance sequence where they mimic 4 different family members. For example they could create a sequence where father walks slowly, brother walks fast and sister takes small steps. Encourage them to use their imagination and come up with creative movements for each family member.
3. Once they have each created their movements, instruct them to combine them to create a flowing sequence. Encourage them to work together as a team and to make their movements fit together seamlessly.
4. Finally, tell them to add a freeze at the end of their sequence. This can be done by any pose or position they like, as long as they all freeze at the same time.
5. Give the learners 10 minutes to practice their dance sequence. Encourage them to work together and support each other as they practice.

**Goal of the game**

To collaborate as a team.

**What to watch for:** Ensure that each child knows which family member they are presenting.



**Cool down: Show time**

**Time: 5 min**

**What you need/accompaniment:** A drum or any bluetooth device for playing music.

**Let's dance**

Now that your learners have practiced their dance sequence, it is time for them to present them to the class.

Here is how to do it:

1. Start by instructing each group to present their dance to the class. You can set a time limit for each dance presentation, such as 30 seconds, to ensure that the activity moves along at a good pace and keeps learners engaged.
2. After each group has presented their dance, encourage the class to give them a round of applause and positive feedback.

**Goal of the game**

To collaborate in a team.

**What to watch for:** Ensure that other groups do not disrupt the presenters.



**11**

**MY FAMILY: Contrasting movements**

Term 1 | Lesson 11 | Time: 30 min

**Equipment**

- Sing your own melody or song and play music on any musical instrument or electronic device. For example, a cell phone.

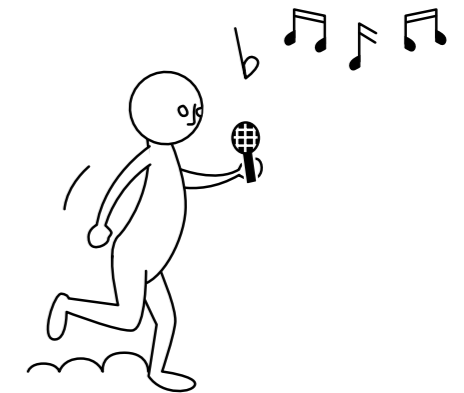
**Introduction: Introductory song**

**Time: 5 min**

**What you need/accompaniment:** No equipment

**Moving while singing**

For this activity start by setting the scene for the learners. Imagine you are holding a 'microphone' in your hands and you are about to perform a song for your audience. Sing the words below to any melody you know into your microphone, and encourage the learners to sing along with you.



Here is how to do it:

1. 'It is time for moving can you see. Let us get together 1, 2, 3.'
2. As you sing the words '1, 2, 3' encourage the learners to jump 3 times.
3. Repeat the little song 5 times, allowing the learners to sing and jump along with you each time.

**Goal of the game**

To motivate the learners for the next movement lesson.

**What to watch for:** For variations jump forward, backwards and sideways. Play or sing the music at the pace and rhythm of your choice.

**Main part 2: Listen to the music**

Time: 10 min

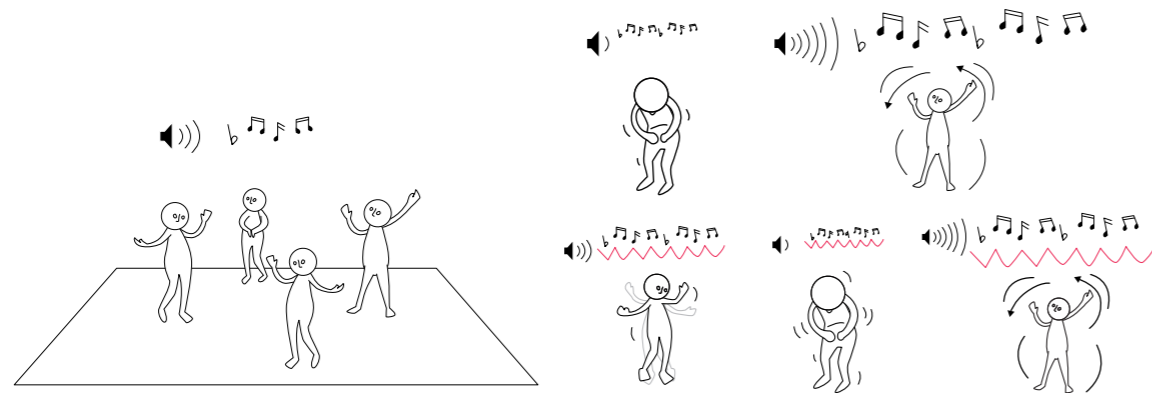
**What you need/accompaniment:** Choose any 2 songs to play or sing. Song 1 must be slow and song 2 must be fast. Play/sing each song softly and loudly.

**How to perform**

In this activity you will guide learners through a series of musical experiences that will allow them to listen to music and move their bodies accordingly.

Lesson:

1. Begin by playing or singing song 1 and encourage the students to: 'Dance around the room to the music!'
2. Play or sing song 1 softly: 'The music is soft. Make small movements!'
3. Play or sing song 1 loudly: 'The music is loud. Make big movements!'
4. Change to a fast song or drumming and instruct the learners: 'The music is fast. Move very fast.'
5. Play or sing the fast song slowly: 'The music is soft. Make small fast movements!'
6. Play or sing the fast song loudly: 'The music is loud. Make big movements!'
7. Repeat the activity 3 times to give your learners more opportunities to explore music through movement.



**Goal of the game**

To develop learners locomotor skills or the skills used for a learner to move from one place to another. For example, rolling, balancing, running and hopping.

**What to watch for:** Make sure that learners have enough space to perform the big movements.

**Main part 2: Circle dance song**

Time: 10 min

**What you need/accompaniment:** Use drums and read instructions. Play at the pace and rhythm of your choice. Change the speed of the drums. For example, one verse medium paced, one verse very fast and one verse slow.

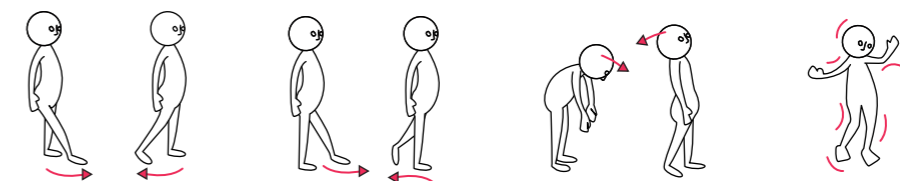
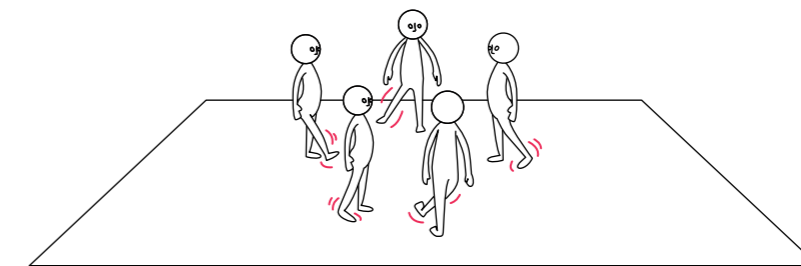
**How to move**

In this activity we are going to practice gross motor skills and coordination by doing a 'Circle dance'. You can either use a popular song rhythm you know or use drums to create your own lyrics. To start, get the learners to first form a circle and practice the following movements and lyrics:

- 'Place your one foot into the circle.'
- 'Place your one foot outside of the circle.'
- 'Place your other foot in.'
- 'Place your other foot out.'
- 'Place your whole head in.'
- 'Place your whole head out.'
- 'And you shake your whole body all about.'
- 'Let us see if you can do the Circle dance.'

Now, using your chosen rhythm or melody, sing the lyrics below:

Chorus:  
 Jump in the circle  
 Jump in the circle  
 Jump in the circle  
 1-2-3-4.  
 (Repeat)



**Main part 2 continued: Circle dance song**

Verse:

Left foot goes in  
 Left foot goes out  
 Left foot goes in  
 Shake it all about.

Right foot goes in  
 Right foot goes out  
 Right foot goes in  
 Shake it all about.

Chorus:  
 (Repeat)

Verse:  
 Let's clap our hands  
 Clap to the beat  
 Let's clap our hands  
 Let's feel the beat.

Let's stamp our feet  
 Stamp to the beat  
 Let's stamp our feet  
 Stamp to the beat.

Chorus:  
 (Repeat)

**Goal of the game**

To develop the left and right and body parts coordination.

**What to watch for:** If learners struggle with left and right, have them use their dominant hand and foot (the hand they hold their pencil with) to enter the circle first and then alternate with the non-dominant hand and foot for the next rounds.

**Cool down: Imaginary things****Time:** 5 min**What you need/accompaniment:** No equipment**How to conduct**

To do this activity learners should use their imaginations and creativity to make 'Gogo's Special Bread' on each other's backs.

Here is how to do it:

1. Begin by dividing your class into pairs of 2 learners. One sits in front, while the other sits behind him/her.
2. Explain to the learners that 'We are going to make grandma's special bread,' a traditional bread that is made using local ingredients.
3. Instruct the learner who is sitting behind to knead their partner's back 'First you have to knead the dough, knead your partners back.'
4. Next, have the learner use their fingers to press into their partner's back to add any extra ingredients to the bread. 'Now you can put some herbs into the bread dough. Press slightly with your thumbs and your fingers on the back of your partner.'
5. To simulate the baking of the bread, instruct the learner to 'Now we have to bake the bread. Rub your hands together and hold them on your partner's back.'
6. After a few minutes, have the learners switch roles so everyone has a chance to participate in kneading, adding ingredients, and baking the bread.
7. Finally, end the activity by singing or saying the following sentence: 'Moving time is done for today, see you later and have a great day!'

**Goal of the game**

To cool down.

**What to watch for:** Make sure that learners do not apply too much pressure on their partners back.



12

**MY HOME: Storytelling**

Term 1 | Lesson 12 | Time: 30 min

**Equipment**

- Sing your own melody or play music on any musical instrument or electronic device. For example, a cell phone.

**Introduction: Introductory song**

Time: 5 min

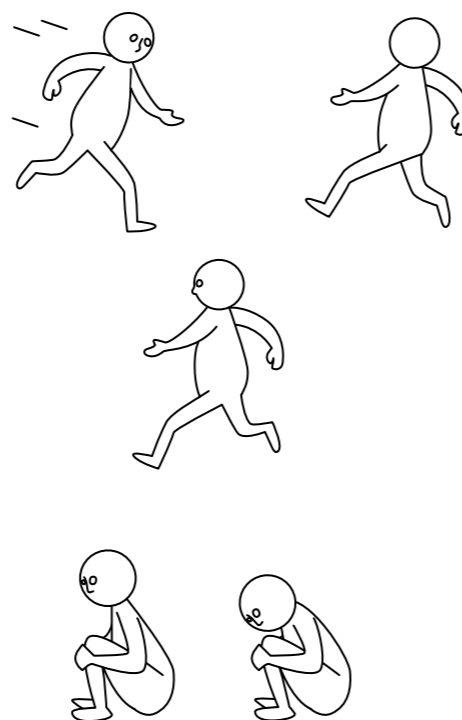
**What you need/accompaniment:** Play music from any musical or electronic device, sing or use drums.

**Let's get going**

Let's start with three different songs that will get your learners up and moving. First, we have a fast rhythm song, next we have a slow rhythm song, and then it is time to get moving again with another fast rhythm song.

Let's start:

1. Choose three different songs, melodies or rhythms.
  - Song 1 (fast rhythm): Run across the room, use the whole area.
  - Song 2 (slow rhythm): Crouch into a small position and do not speak or move.
  - Song 3 (medium/fast rhythm): Walk in a circle.
2. Instruct the learners what movements to do with each song. Encourage them to use the whole room or playing area for this activity.
3. Start playing the music for e.g.:
  - Song 1 (30 sec): Fast rhythm running
  - Song 2 (10 sec): Slow rhythm crouching
  - Song 1 (20 sec): Fast rhythm running
  - Song 2 (20 sec): Slow rhythm crouching
  - Song 3 (Once all learners are crouched and silent get them up again to a standing position and start walking together in a circle).



**Introduction continued: Introductory song**

**Goal of the game**

To motivate learners for the next movement lesson.

**What to watch for:** Ensure that the song 3 is played last to get the learners together in a circle. Play or sing the music at the pace and rhythm of your choice.

**Main part 1: Cleaning my house dance**

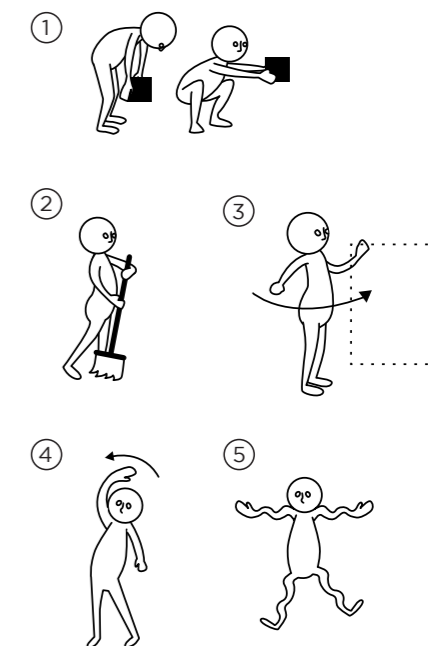
Time: 10 min

**What you need/accompaniment:** No equipment

**Time to move**

Get the learners ready to help their parents 'clean up' with the house activity. Imagine you are coming home and there is a big mess.

1. 'First, let's tidy up the flood. Pick up all the things that are lying on the floor and put them in a basket or back on the shelves.'
2. 'Now, let's sweep the floor. Take an imaginary broom and sweep the floor, making sure to get all the dirt and dust.'
3. 'Next, we need to clean the rugs. Take them outside and use a carpet beater to remove all the dust and dirt from it.'
4. 'After that it is time to clean the windows. The windows are so dirty that we cannot see through them. Take a cloth and start cleaning the windows from side to side and then up and down.'
5. 'Now that the house is shining again, it is time to get rid of all the dust. Shake your whole body to get rid of the dust, making sure to do this outside the house.'



**Goal of the game**

To improve physical fitness.

**What to watch for:** As a variation the teacher can use music with a faster/slower tempo to do the activity.

**Main part 2: Move to the music song**

**Time:** 10 min

**What you need/accompaniment:** Drum or any musical instrument like a tambourine.

**How to move**

This activity will get your learners up and moving while having fun and following the instructions.

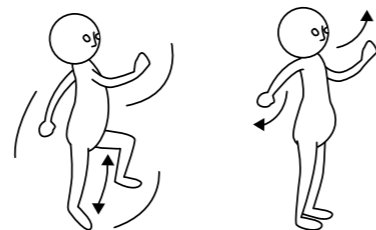
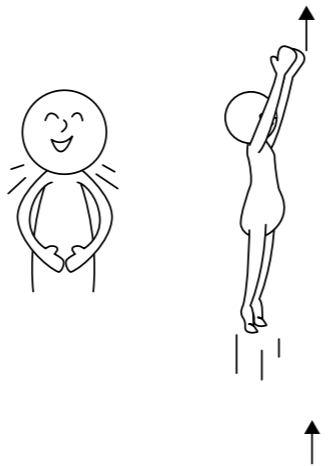
Before you start, let's practice the following movements with the learners:

- 'Can you clap your hands?'
- 'Can you stamp your feet?'
- 'Can you laugh from your stomach until your whole body moves?'
- 'Can you jump high up in the sky?'
- 'Let us run on the spot and lift your knees, then stop.'
- 'Can you swing your arms from side to side?'
- 'Can you hop on one leg?'

Now that you've practiced these movements, it is time to follow the instructions of the 'Move to music song'. You can play the song on the drums (or any other musical instrument) and sing the lyrics below:

Chorus:  
Move to the music  
Let's have fun  
Move to the music  
Move as one!  
(Repeat)

Verse 1:  
Clap your hands  
Stamp your feet  
Laugh from your tummy  
Jump to the beat.



**Main part 2 continued: Move to the music song**

Chorus:  
(Repeat)

Verse 2:  
Run in place  
Move and jive  
Let's swing our arms now  
Hop on one leg.

Chorus:  
(Repeat)

Make sure to repeat the whole song, and encourage the learners to have fun and move as one.

**Goal of the game**

To develop the learners left, right and different body parts.

**What to watch for:** If learners struggle with left and right, ask them to put the hand they hold their pencil with in the circle first, then the other hand. For their feet, have them start with the foot they kick a ball with, and then switch to the other foot.

**Cool down: Kazi's evening routine**

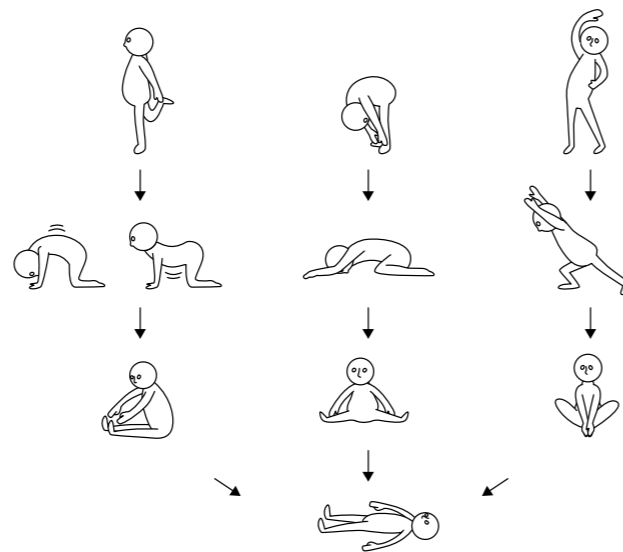
**Time:** 5 min

**What you need/accompaniment:** Play soft music on any musical device (including a cell phone with bluetooth) or sing with your own voice.

**How to stretch**

After a fun filled day of learning and playing, it is important to take some time to stretch and relax our bodies. Let's stand in a circle and try to imitate *Kazi's* evening routine.

1. Show the *Kazi* poster to the learners and follow *Kazi's* positions in the first row. Hold each position for 20 seconds. This will help loosen up our muscles and improve our flexibility.
2. After completing the stretches, lay on your back, close your eyes and take three deep breaths. You can play a soft, slow song to help the children to relax and unwind.
3. As we finish up our cool down exercise, let's say or sing this sentence together: 'Moving time is done for today, see you later and have a great day!'



Refer to annex 14

**Goal of the game**

To cool down.

**What to watch for:** Ensure that all learners can see *Kazi's* exercises on the poster.



**13**

**MY HOME: Storytelling**

Term 2 | Lesson 13 | Time: 30 min

**Equipment**

- Sing your own melody or play music on any musical instrument or electronic device. For example, a cell phone.

**Introduction: Introductory song**

**Time:** 5 min

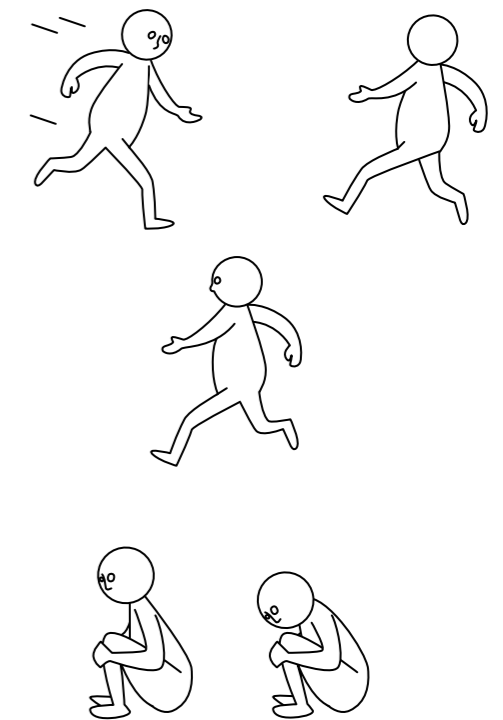
**What you need/accompaniment:** Play music on any musical or electronic device, sing or use drums.

**Let's get going**

Let's start with three different songs that will get your learners up and moving. First, we have a fast rhythm song, next we have a slow rhythm song, and then it's time to get moving again with another fast rhythm song.

Let's start:

1. Choose three different songs, melodies or rhythms.
  - Song 1 (fast rhythm): Run across the room, use the whole area.
  - Song 2 (slow rhythm): Crouch into a small position and do not speak or move.
  - Song 3 (medium/fast rhythm): Walk in a circle.
2. Instruct the learners what movements to do with each song. Encourage them to use the whole room or playing area for this activity.
3. Start playing the music for e.g.:
  - Song 1 (30 sec): Fast rhythm running
  - Song 2 (10 sec): Slow rhythm crouching
  - Song 1 (20 sec): Fast rhythm running
  - Song 2 (20 sec): Slow rhythm crouching
  - Song 3 (Once all learners are crouched and silent get them up again to a standing position and start walking together in a circle).



**Introduction continued: Introductory song**

**Goal of the game**

To motivate learners for the movement lesson.

**What to watch for:** Ensure that song 3 is played last to get learners together in a circle. Play or sing the music at the pace and rhythm of your choice.

**Main part 1: Cleaning my house dance**

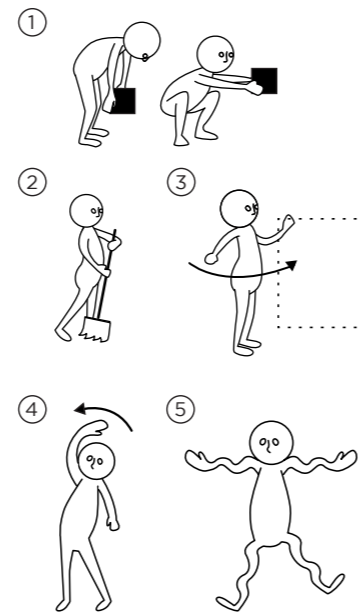
**Time: 10 min**

**What you need/accompaniment:** Drums or any musical device.

**How to move**

Get the learners ready to help their parents 'clean up' the house again. Imagine you are coming home and there is a big mess.

1. 'First, let's tidy up the floor. Pick up all the things that are lying on the floor and put them in a basket or back on the shelves.'
2. 'Now, let's sweep the floor. Take an imaginary broom and sweep the floor, making sure to get all the dirt and dust.'
3. 'Next, we need to clean the e are rugs. Take them outside and use a carpet beater to remove all the dust and dirt from it.'
4. 'After that it is time to clean the windows. The windows are so dirty that we cannot see through them. Take a cloth and start cleaning the windows from side to side and then up and down.'
5. 'Now that the house is shining again, it is time to get rid of all the dust. Shake your whole body to get rid of the dust, making sure to do this outside the house.'



Try to make the cleaning movements to the music. Let the learners be creative.

**Goal of the game**

To improve physical fitness.

**What to watch for:** As a variation the teacher can play music with a fast/slower tempo to do the activity.

**Main part 2: Mirror mirror**

**Time: 10 min**

**What you need/accompaniment:** A drum or any musical device.

**How to play**

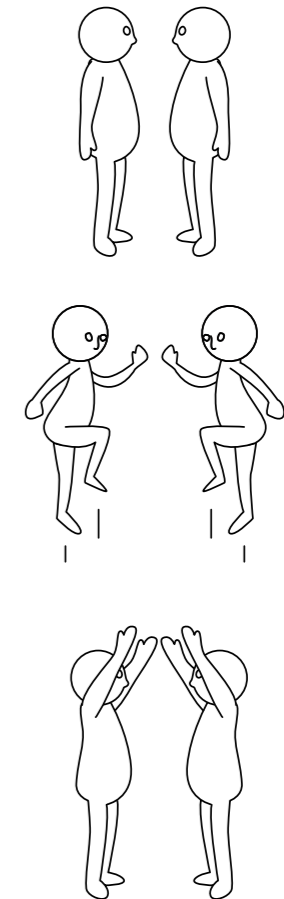
Music is an essential part of a learners development, and you will explore a fun and interactive activity called 'Mirror mirror'. This activity is done in pairs and requires learners to stand facing their partner to mimic their movements.

To start, instruct each learner to stand facing their partner, leaving a small space between them. One learner is the 'person' and the other is the 'mirror.' Ask the learners: Have you ever looked in a mirror? What happens to the person in the mirror when you move?

1. Play/sing music or start drumming.
2. Instruct learners: 'Person! Make your own movements!' 'Mirror, you must be the mirror. Copy the movements of the person.'
3. After 1 minute: 'Change over! Mirrors, you become the person. Make your own movements. New mirrors, be the mirror.'
4. After 1 minute: 'Change over again! Person, can you jump?'

Carry on using these other movements:

- a. 'Run on the spot'
- b. 'Wave your arms'
- c. 'Change over again! Change leader!'
- d. 'Wiggle one body part'
- e. 'Walk sideways'
- f. 'Walk backwards'
- g. 'Turn.'



**Goal of the game**

To copy.

**What to watch for:** Tell the learner to start with slow movements because it is easier for the 'mirror' to react.

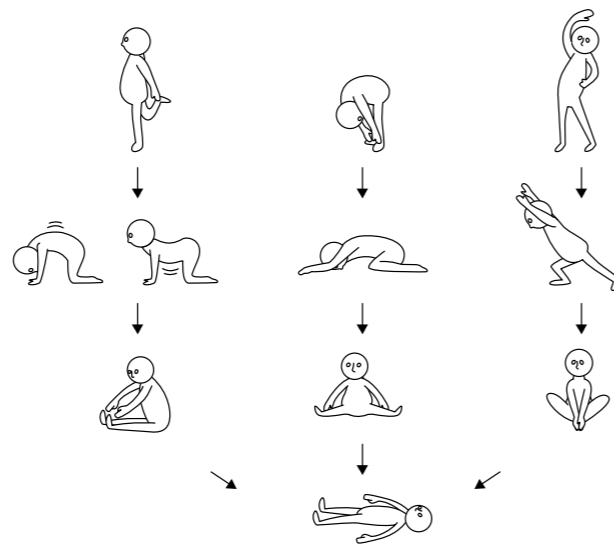
**Cool down: Kazi's evening routine**

**Time:** 5 min

**What you need/accompaniment:** Play soft music on any musical device (including a cell phone with bluetooth) or sing with your own voice.

**How to stretch**

After a fun filled day of learning and playing, it is important to take some time to stretch and relax our bodies. Let's stand in a circle and try to imitate *Kazi's* evening routine.



1. Show the *Kazi* poster to the learners and follow *Kazi's* positions in the first row. Hold each position for 20 seconds. This will help loosen up our muscles and improve our flexibility.
2. After completing the stretches, lay on your back, close your eyes and take three deep breaths. You can play a soft, slow song to help the children to relax and unwind.
3. As we finish up our cool down exercise, let's say or sing this sentence together: 'Moving time is done for today, see you later and have a great day!'

Refer to annex 15

**Goal of the game**

To cool down.

**What to watch for:** Ensure that all learners can see *Kazi's* exercises on the poster.



**14**

**MY HOME: Diversity of movements**

Term 2 | Lesson 14 | Time: 30 min

**Equipment**

- Sing your own melody or play music on any musical or electronic device. For example, a cell phone.

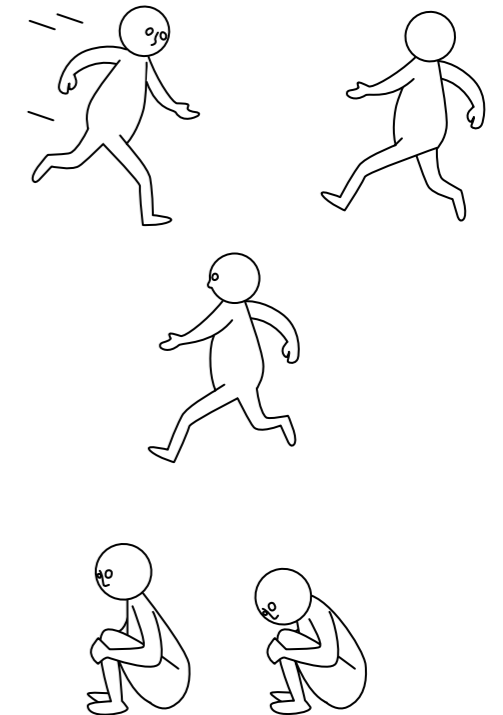
**Introduction: Introductory song**

**Time:** 5 min

**What you need/accompaniment:** Play music on any musical or electronic device, sing or use the drums.

**Let's get going**

Let's start with three different songs that will get your learners up and moving. First, we have a fast rhythm song, next we have a slow rhythm song, and then it is time to get moving again with another fast rhythm song.



Let's start:

1. Choose three different songs, melodies or rhythms.
  - Song 1 (fast rhythm): Run across the room, use the whole area
  - Song 2 (slow rhythm): Crouch into a small position and do not speak or move
  - Song 3 (medium/fast rhythm): Walk in a circle.
2. Instruct the learners what movements to do with each song. Encourage them to use the whole room or playing area for this activity.
3. Start playing the music for e.g.:
  - Song 1 (30 sec): Fast rhythm running
  - Song 2 (10 sec): Slow rhythm crouching
  - Song 1 (20 sec): Fast rhythm running
  - Song 2 (20 sec): Slow rhythm crouching
  - Song 3 (Once all learners are crouched and silent get them up again to a standing position and start walking together in a circle).

**Goal of the game**

To motivate learners for the movement lesson.

**What to watch for:** Ensure that song 3 is played last to get learners together in a circle. Play or sing the music at the pace and rhythm of your choice.



### Main part 1: Inside and outside the circle

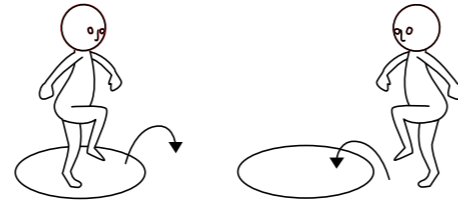
Time: 10 min

**What you need/accompaniment:** Any musical device or drums.

#### How to play

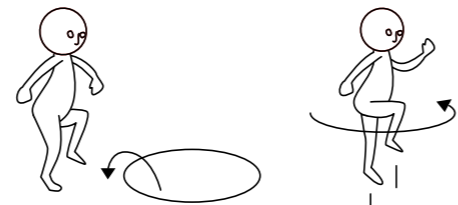
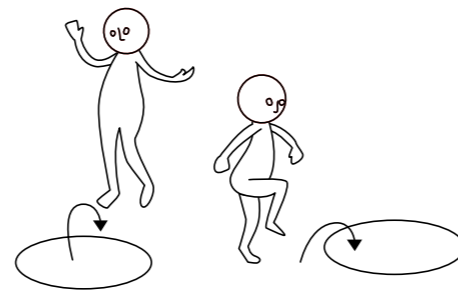
We are going to explore a game called 'Inside and Outside the Circle'. Let's begin:

1. Get the learners to draw a circle around them in the sand or with chalk on the floor. Alternatively you can ask them to imagine a circle on the floor.



Then give the following instructions:

- 'Can you hop outside the circle?'
- 'Can you hop inside the circle?'
- 'Can you hop behind the circle with one foot?'
- 'Can you hop in the circle with one foot and out with the other foot?'
- 'Can you jump a half rotation?'
- 'Can you jump and land with crossed legs?'
- 'Jump again and land with open legs.'
- 'Repeat this.'
- 'Can you do the criss-cross?'



2. To add an element of interaction, instruct each learner to choose a partner and then stand facing his/her partner with a small space between them. One learner to draw a circle in the sand or with chalk. Ask one learner to be the 'person' and the other to be the 'mirror'.



3. Then start drumming or play a song and play the mirror-mirror game using the circle on the floor. The 'person' can perform different movements, while the 'mirror' must copy the movements.



#### Goal of the game

To aid in the development of body parts knowledge and balance.

**What to watch for:** For variation music can be played with a fast/slow beat for the activity.

### Main part 2: Move to the music Song

Time: 10 min

**What you need/accompaniment:** Drum or any musical instrument like a tambourine.

#### How to move

This activity will get your learners up and moving while having fun and following the instructions. Before you start, let's practice the following movements with the learners:

Practice the movements in different ways, for example, in a shy way (make small movements).

- 'Can you clap your hands softly?'
- 'Can you stamp your feet like no one is allowed to hear?'
- 'Can you laugh like no one is allowed to see?'
- 'Can you jump only a little?'
- 'Can you run on the spot but only doing small movements?'
- 'Can you swing your arms very gentle?'
- 'Can you hop on one leg backwards?'

Now that you've practiced these movements, it is time to follow the instructions of the 'Move to music song'. You can play the song on the drums (or any other musical instrument) and sing the lyrics below:

Chorus:  
Move to the music  
Let's have fun  
Move to the music  
Move as one!  
(Repeat)

Verse 1:  
Clap your hands  
Stamp your feet  
Laugh from your tummy  
Jump to the beat.

Chorus:  
(Repeat)

Verse 2:  
Run in place  
Move and jive  
Let's swing our arms now  
Hop on one leg.

**Main part 2 continued: Move to the music song**

Chorus:  
(Repeat)

Make sure to repeat the whole song, and encourage learners to have fun and move as one.

**Goal of the game**

To aid in the development of locomotor movements.

**What to watch for:** Ensure that learners know the words of the song before starting to dance to the song.

*Thandi says*  
**Clap your hands and stamp your feet, laugh from your tummy and jump to the beat.**



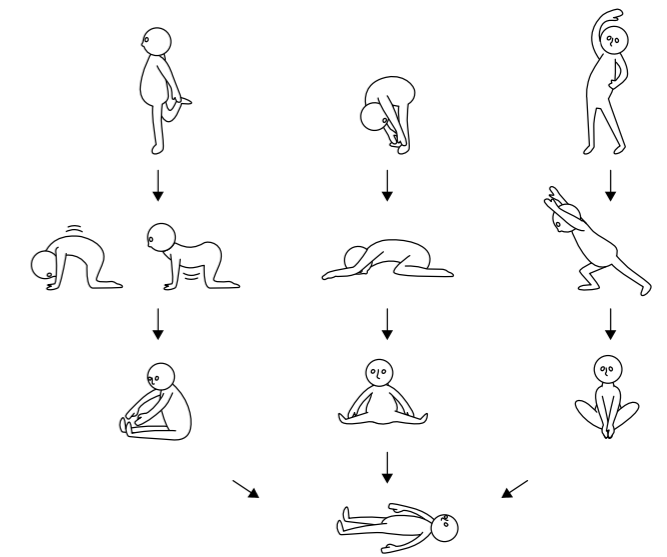
**Cool down: Kazi's evening routine**

**Time:** 5 min

**What you need/accompaniment:** Play soft music on any musical device (including a cell phone with blue tooth) or sing with your own voice.

**How to stretch**

After a fun filled day of learning and playing, it is important to take some time to stretch and relax our bodies. Let's stand in a circle and try to imitate *Kazi's* evening routine.



1. Show the *Kazi* poster to the learners and follow *Kazi's* positions in the first row. Hold each position for 20 seconds. This will help loosen up our muscles and improve our flexibility.
2. After completing the stretches, lay on your back, close your eyes and take three deep breaths. You can play a soft, slow song to help the children to relax and unwind.
3. As we finish up our cool down exercise, let's say or sing this sentence together: 'Moving time is done for today, see you later and have a great day!'

Refer to annex 16

**Goal of the game**

To cool down.

**What to watch for:** Ensure that all learners can see the *Kazi* poster.



15

## MY BODY: Storytelling

Term 2 | Lesson 15 | Time: 30 min

### Equipment

- Sing your own melody or play music on any musical instrument or electronic device. For example, a cell phone.

### Introduction: Introductory song

Time: 5 min

**What you need/accompaniment:** A drum or any musical instrument or electronic device that can play music.

### Let's get going

Let's start with three different songs that will get your learners up and moving. First, we have a fast rhythm song, next we have a slow rhythm song, and then it is time to get moving again with another fast rhythm song.

Let's start:

1. Choose three different songs, melodies or rhythms.
  - Song 1 (fast rhythm): Run across the room, use the whole area
  - Song 2 (slow rhythm): Crouch into a small position and do not speak or move
  - Song 3 (medium/fast rhythm): Walk in a circle.
2. Instruct the learners what movements to do with each song. Encourage them to use the whole room or playing area for this activity.
3. Start playing the music for e.g.:
  - Song 1 (30 sec): Fast rhythm running.
  - Song 2 (10 sec): Slow rhythm crouching.
  - Song 1 (20 sec): Fast rhythm running.
  - Song 2 (20 sec): Slow rhythm crouching.
  - Song 3 (Once all learners are crouched and silent get them up again to a standing position and start walking together in a circle).

**Variation:**

Add 'The freeze game' when playing Song 1. Every time the music stops playing the learners must freeze. The last learner to freeze is not allowed to use one of his body parts. For example, one arm or one leg.

### Goal of the game

To motivate learners for the movement lesson.

**What to watch for:** Ensure that you can see all learners to see who freezes last. Play or sing the music at the pace and rhythm of your choice.

### Main part 1: The way to school (part 1)

Time: 10 min

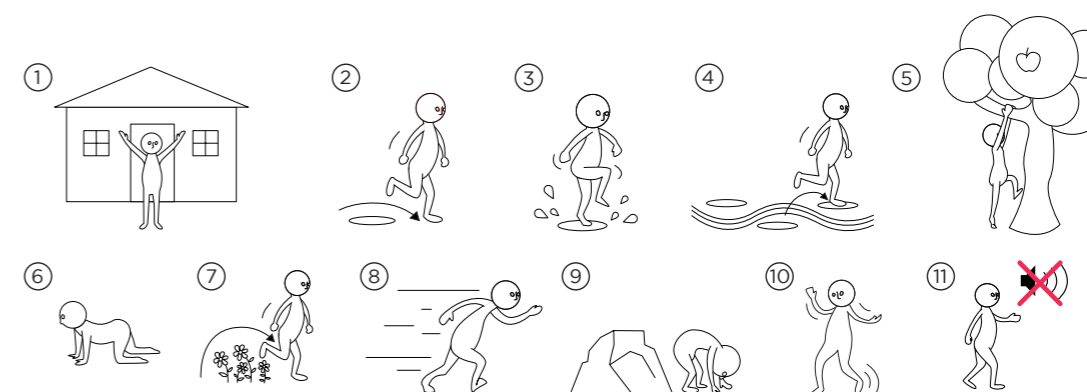
**What you need/accompaniment:** Poster of *Kazi*

### How to play

'The way to school' aims to help learners develop awareness of their surroundings and their ability to follow directions.

To initiate the activity, start by gathering the children and explaining that you will be taking them on an imaginary journey from their homes to school.

1. Begin by having the learners imagine that they are leaving their homes and stepping outside into the fresh air: 'Open the door, jump outside and breathe the fresh air and start walking the road to school with *Kazi*.'
2. Along the way, tell learners that they should watch for puddles: 'Yesterday was a rainy day, watch out for the puddle!'
3. When they come across a puddle of water, encourage them to: 'Jump and splash in the puddle of water.'
4. Next, tell learners that they will have reached a river: 'There comes a river that we have to pass, hop from rock to rock, but be careful you must not fall.'
5. Then, pretend that one of the learners forgot their lunch: 'Oh no, you forgot your lunch, but luckily there is a tree with some fruits. Climb up the tree to get some fruits. Climb down again.'
6. After that, pretend that they find a big tree: 'Crawl under the branches of some tree until you get out of the forest.'
7. Once they have left the forest: 'A big field full of flowers lies ahead, jump over the flowers.'
8. But the learners bump into something rather scary: 'Suddenly you hear a barking dog, run away from the dog!'
9. Then, pretend learners have come across a giant rock: Duck under the edge of a giant rock! Shhhhh, be very quiet.'
10. Once they have successfully escaped the dog: 'That worked, the dog has gone away. Show me your happy dance!'
11. Finally, pretend that the learners have arrived at a crossing with a traffic officer: 'Now continue to walk slowly without making noise, until you have to stop at a crossing with a traffic officer.'



**Main part 1 continued: The way to school (part 1)**

Refer to annex 17

**Goal of the game**

To aid in the development of locomotor skills.

**What to watch for:** Ensure that all learners can see the poster of *Kazi*.

**Main part 2: Traffic officer**

Time: 10 min

**What you need/accompaniment:** No equipment

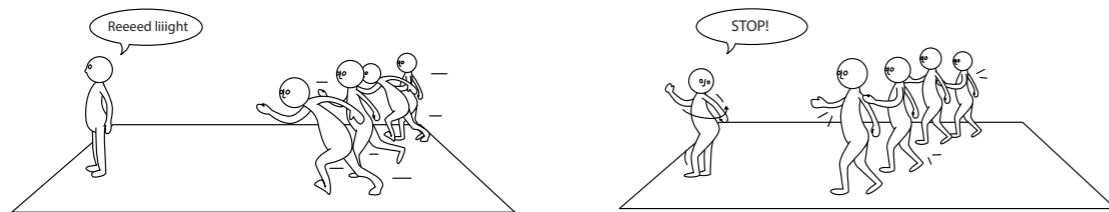
**How to play**

Traffic officer requires learners to follow verbal instructions and respond quickly to the commands.

Let's see if the learners can follow along:

1. Begin the activity, instruct the children to 'Stand in a horizontal line', facing the traffic officer.
2. Choose one learner to be the traffic officer, and have him/her stand far away from the group with his/her back to the group.
3. Instruct the traffic officer to shout the words 'Red light STOP!' Say it slowly and clearly, emphasizing each syllable. (e.g. 'Reeeeeeeeeeeed liiiiiiiight STOP!')
4. Explain to the class they must run towards the traffic officer, but freeze as soon as they hear the words 'STOP'.
5. If a learner fails to freeze in time, he/she must take 2 big steps backwards.
6. Repeat the activity until a learner successfully touches the traffic officer. This learner becomes the new traffic officer, and the game starts again.

**Variation:** To add some variety to the game, have the traffic officer say 'Red light stop' at different speeds. For example, very fast, very slow, and at a medium pace. Instruct learners: 'Move the same speed as the words!'



**Goal of the game**

To develop speed and agility.

**What to watch for:** Ensure that learners take 2 steps back if they do not freeze.

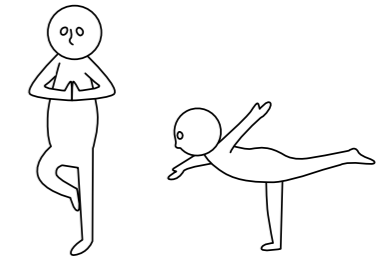
**Cool down: Imaginary things**

Time: 5 min

**What you need/accompaniment:** No equipment

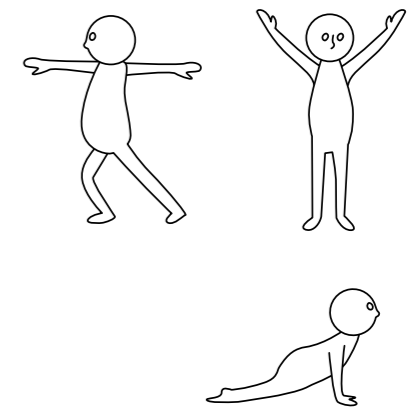
**How to conduct**

Imagine a beautiful schoolyard, with a tall tree standing in the middle. On this tree is a beautiful bird with big wings. Underneath the tree is a warrior standing in his powerful warrior pose. This warrior feels strong, as he draws energy from the bright stars shining above him. With this energy, the warrior is protected from the poisonous cobras that may try to attack him.



Let's practice each pose:

1. As the teacher tell them the story and show them the poses.
2. Take three deep breaths in each position.
3. Position 1: 'There is a tree on the schoolyard.'  
Position 2: 'On this tree is a bird with big wings.'  
Position 3: 'Under the tree is a warrior in his warrior pose.'  
Position 4: 'This warrior gets his energy from the stars.'  
Position 5: 'This energy protects the warrior from cobras.'



Story:

4. Ask the learners if they can remember all 5 positions and let them show you the 5 poses in a row.
5. Say or sing this sentence: 'Moving time is done for today, see you later and have a great day!'

**Goal of the game**

To cool down.

**What to watch for:** If learners cannot remember the 5 poses, briefly explain them to the learners again.



16

**MY SCHOOL: Storytelling**

Term 2 | Lesson 16 | Time: 30 min

**Equipment**

- Sing your own melody or play music on any musical or electronic device. For example, a cell phone.

**Introduction: Introductory song**

Time: 5 min

**What you need/accompaniment:** Play music on any musical or electronic device, sing or use drums.

**Let's get going**

Let's start with three different songs that will get your learners up and moving. First, we have a fast rhythm song, next we have a slow rhythm song, and then it is time to get moving again with another fast rhythm song.

Let's start:

1. Choose three different songs, melodies or rhythms.
  - Song 1 (fast rhythm): Run across the room, use the whole area
  - Song 2 (slow rhythm): Crouch into a small position and do not speak or move
  - Song 3 (medium/fast rhythm): Walk in a circle.
2. Instruct the learners what movements to do with each song. Encourage them to use the whole room or playing area for this activity.
3. Start playing the music for e.g.:
  - Song 1 (30 sec): Fast rhythm running.
  - Song 2 (10 sec): Slow rhythm crouching.
  - Song 1 (20 sec): Fast rhythm running.
  - Song 2 (20 sec): Slow rhythm crouching.
  - Song 3 (Once all learners are crouched and silent get them up again to a standing position and start walking together in a circle).

**Variation:**

Add 'The freeze game' when playing Song 1. Every time the music stops playing the learners must freeze. The last learner to freeze is not allowed to use one of his body parts. For example, one arm or one leg.

**Goal of the game**

To motivate the learners for the movement lesson.

**What to watch for:** After each freeze, learners are allowed to use the body part that was frozen in the previous round. Play or sing the music at the pace and rhythm of your choice.

**Main part 1: Traffic officer**

Time: 10 min

**What you need/accompaniment:** No equipment

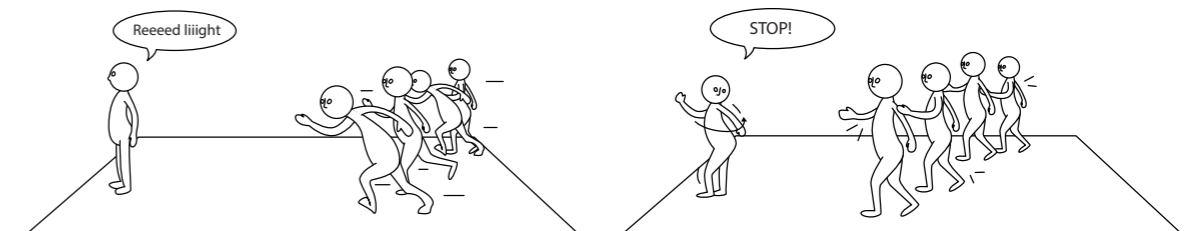
**How to play**

Traffic officer requires learners to follow verbal instructions and respond quickly to the commands.

Let's see if the learners can follow along:

1. Begin the activity, instruct the children to 'Stand in a horizontal line', facing the traffic officer.
2. Choose one learner to be the traffic officer, and have them stand far away from the group with their back to the group.
3. Instruct the traffic officer to shout the words 'Red light STOP!' Say it slowly and clearly, emphasizing each syllable. (e.g. 'Reeeeeeeeeeeed liiiiiiiight STOP!')
4. Explain to the class they must run towards the traffic officer, but freeze as soon as they hear the words 'STOP'.
5. If a learner fails to freeze in time, he/she must take 2 big steps backwards.
6. Repeat the activity until a learner successfully touches the traffic officer. This learner becomes the new traffic officer, and the game starts again.

**Variation:** To add some variety to the game, have the traffic officer say 'Red light stop' at different speeds. For example, very fast, very slow, and at a medium pace. Instruct learners: 'Move the same speed as the words!'

**Goal of the game**

To develop speed and agility.

**What to watch for:** Ensure that learners take 2 steps back if they freeze last.

**Main part 2: The way to school (part 2)**

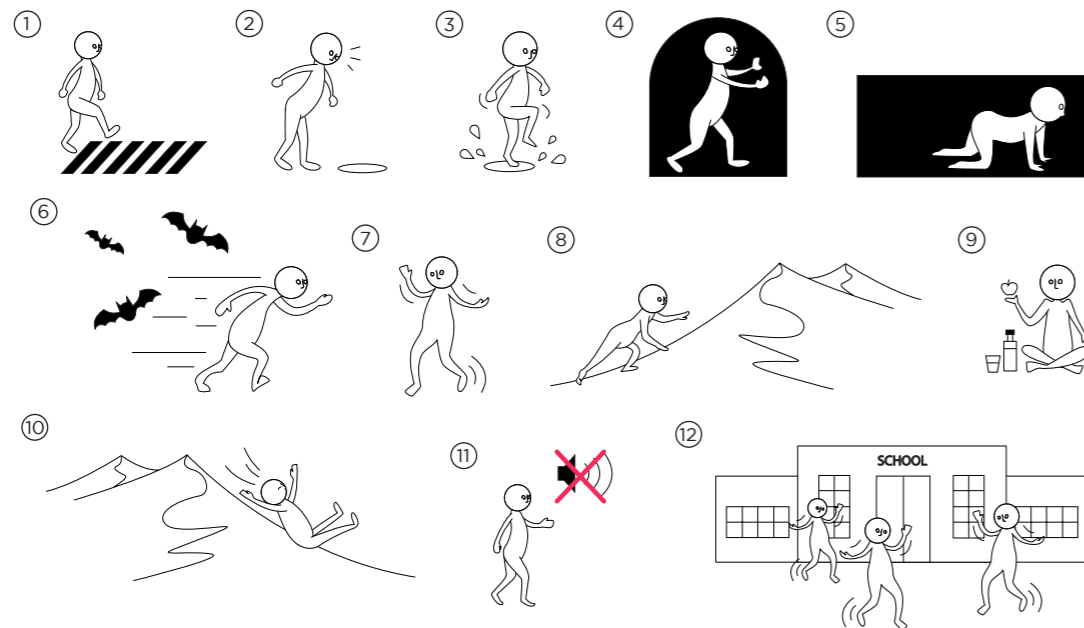
**Time: 10 min**

**What you need/accompaniment:** Poster of *Kazi*

**How to conduct**

Part 2 of 'The Way to School' picks up where learners left on their previous journey getting ready for school. So, let us all walk with *Kazi* to school.

1. 'We are on an adventure and we are continuing on our journey after we have crossed the zebra crossing.'
2. 'Watch out for the puddle!'
3. 'Jump and splash in the puddle of water.'
4. 'Wow, there is a cave tunnel. It is really dark inside, so we will have to use our hands to feel our way through.'
5. 'Oops, the tunnel is getting really small. We will have to crawl on our hands and feet to get through.'
6. 'Oh no, there are bats flying around us! Let's run quickly to the end of the tunnel.'
7. 'Phew, we made it! The bats will not come outside. Let's do a happy dance together.'
8. 'Now, we climb up a sand dune. It is going to be tiring.'
9. 'We made it to the top! We are exhausted. Drink some water and have a snack, like a piece of fruit.'
10. 'Now, we can slide down the hill. Wheeee.'
11. 'Look, there is our school, but first we have to be very quiet because there are some lions sleeping. Let's try to walk on our toes and sneak by without waking them up.'
12. 'Yay, we made it to school! Let's say hi to our friends and do your happy dance together.'



Refer to annex 18

**Main part 2 continued: The way to school (part 2)**

**Goal of the game**

To develop fundamental movement skills.

**What to watch for:** Ensure that all learners can see *Kazi's* poster 'Walking to school'.

**Cool down: Yoga circle**

**Time: 10 min**

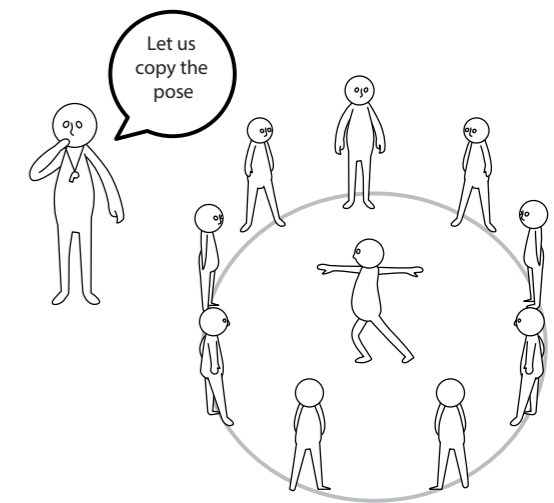
**What you need/accompaniment:** No equipment

**How to conduct**

Welcome to Yoga circle! You are going to learn some cool stretches and poses in a big circle. One person will show us a pose, we will copy it and hold it for 30 seconds before the next person shows us a new pose.

Let's have fun stretching our bodies together:

1. Form a big circle.
2. Choose one learner to stand in the middle of the circle.
3. The chosen learner must: Show any stretching, like one of *Kazi's* evening routines or from the 'Warrior Story'.
4. Instruct the learners copy the pose and hold it for 30 seconds.
5. Choose another person to go into the middle of the circle and show a new stretching pose.
6. Have everyone copy the pose and hold it for 30 seconds.
7. Continue the game until all the learners have had a turn in the middle of the circle.



**Goal of the game**

To cool down.

**What to watch for:** Ensure that all learners get a chance to demonstrate.



17

**MY SCHOOL: Movement exploration**

Term 2 | Lesson 17 | Time: 30 min

**Equipment**

- Sing your own melody or play music on any musical instrument or electronic device. For example, a cell phone.

**Introduction: Introductory song**

Time: 5 min

**What you need/accompaniment:** A drum or any musical instrument or electronic device that can play music.

**Let's get going**

Let's start with three different songs that will get your learners up and moving. First, we have a fast rhythm song, next we have a slow rhythm song, and then it is time to get moving again with another fast rhythm song.

Let's start:

1. Choose three different songs, melodies or rhythms.
  - Song 1 (fast rhythm): Run across the room, use the whole area
  - Song 2 (slow rhythm): Crouch into a small position and do not speak or move
  - Song 3 (medium/fast rhythm): Walk in a circle.
2. Instruct the learners what movements to do with each song. Encourage them to use the whole room or playing area for this activity.
3. Start playing the music for e.g.:
  - Song 1 (30 sec): Fast rhythm running.
  - Song 2 (10 sec): Slow rhythm crouching.
  - Song 1 (20 sec): Fast rhythm running.
  - Song 2 (20 sec): Slow rhythm crouching.
  - Song 3 (Once all learners are crouched and silent get them up again to a standing position and start walking together in a circle).

**Variation:**

Add 'The freeze game' when playing Song 1. Every time the music stops playing the learners must freeze. The last learner to freeze is not allowed to use one of his body parts. For example, one arm or one leg.

**Goal of the game**

To motivate learners for the movement lesson.

**What to watch for:** Learners may unfreeze body parts that were frozen in the previous round after each freeze. Play or sing the music at the pace and rhythm of your choice.

**Main part 1: Number printing song**

Time: 10 min

**What you need/accompaniment:** Sing, a drum or any musical instrument or electronic device that can play music. You can choose what song will be played or sung.

**How to move**

Let's practice writing numbers together with the 'Number printing song'!

Activity instructions:

1. Tell the learners to practice writing the numbers in the air while singing the 'Number printing song'.

The song lyrics go like this:

'Number 1 is like a stick.  
A straight line down.  
That's very quick!'

2. Instruct the learners to repeat the song lyrics and practice writing each number. Now, make a line across the ground with chalk if on a cement area or with a stick if on a sandy area.

The song lyrics go like this:

'Go right around - What will it be?  
Go round again to make a 3!  
Down and over and down some more.  
That's the way to make a 4!  
Go down and around, then you stop.  
Finish the 5 with a line on top.  
Make a curve, then a loop.  
There are no tricks to making a 6.  
Across the sky and down from heaven.  
That's the way to make a 7!  
Make an 'S' and then don't wait.  
Go up again to make an 8!'

3. Encourage the learners to use variations such as writing the numbers as big as possible or as small as possible, slow or fast.

**Goal of the game**

To help learners practice their number writing skills through movement.

**What to watch for:** Ensure that all learners know how to draw the numbers before singing the song.

**Main part 2: Move to the music song**

**Time: 10 min**

**What you need/accompaniment:** Sing your own melody or play music on a drum or any musical instrument or electronic device that you have access to.

**How to move**

In the 'Move to music song' learners can express different emotions through fun movements, such as clapping hands, stomping feet, laughing, and hopping on one leg. These movements can be done in different ways, such as angrily or playfully. Let's get started:

Make the following big strong movements:

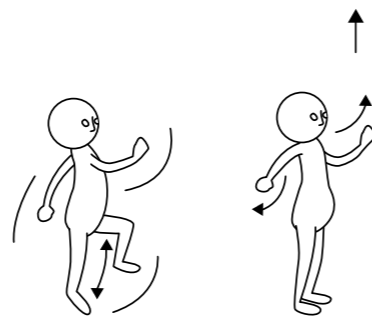
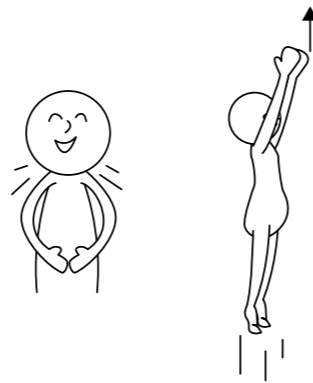
- 'Can you clap your hands very loudly?'
- 'Can you stomp your feet very hard?'
- 'Can you laugh and look very mean?'
- 'Can you jump to the side?'
- 'Can you run on the spot very angrily?'
- 'Can you swing arms with very big movements?'
- 'Can you hop on one leg and try get low to the ground?'

Now, pick a tune that you are familiar with and sing the lyrics below:

Chorus:  
Move to the music  
Let's have fun  
Move to the music  
Move as one!  
(Repeat)

Verse 1:  
Clap your hands  
Stamp your feet  
Laugh from your tummy  
Jump to the beat.

Chorus:  
(Repeat)



**Main part 2 continued: Move to the music song**

Verse 2:  
Run in place  
Move and jive  
Let's swing our arms now  
Hop on one leg.

Chorus:  
(Repeat)

Repeat the whole song.

**Goal of the game**

To develop fundamental movement abilities.

**What to watch for:** Ensure that all learners know the song before singing and dancing.



**Cool down: Imaginary things****Time:** 5 min

**What you need/accompaniment:** A drum or any musical instrument or electronic device that can play music.

**How to conduct**

In the 'Imaginary things' activity the learners will imagine that they are a candle and practice moving like a candle flame.

Instructions:

1. Ask the learners to stand up and 'Imagine you are a candle'.
2. Tell them to show you their flame and practice moving it in different ways, such as fast, slow, and making sparks:
  - 'Show me your fire.'
  - 'How does the fire move?'
  - 'The fire moves fast.'
  - 'The fire also moves slowly.'
  - 'The fire sometimes makes sparks. Make 4 sparks using sharp fast movements.'
  - 'If the candle burns for a long time, it begins to melt.'
  - 'You are melting.'
  - 'Melt all the way to the floor.'
  - 'Close your eyes as the fire goes out.'
3. You can play a soft song to help the learners relax and wind down after the activity.
4. Say or sing the closing sentence: 'The moving lesson is done for today, see you later and have a great day!'

**Goal of the game**

To cool down.

**What to watch for:** Ensure that the song that is played has a very slow tempo.

**18****MY SCHOOL: Movement exploration**

Term 2 | Lesson 18 | Time: 30 min

**Equipment**

- Sing your own melody or play music on any musical instrument or electronic device. For example, a cell phone.

**Introduction: Introductory song****Time:** 5 min

**What you need/accompaniment:** A drum or any musical instrument or electronic device that can play music.

**Let's get going**

Let's start with three different songs that will get your learners up and moving. First, we have a fast rhythm song, next we have a slow rhythm song, and then it is time to get moving again with another fast rhythm song.

Let's start:

1. Choose three different songs, melodies or rhythms.
  - Song 1 (fast rhythm): Run across the room, use the whole area.
  - Song 2 (slow rhythm): Crouch into a small position and do not speak or move.
  - Song 3 (medium/fast rhythm): Walk in a circle.
2. Instruct the learners what movements to do with each song. Encourage them to use the whole room or playing area for this activity.
3. Start playing the music for e.g.:
  - Song 1 (30 sec): Fast rhythm running.
  - Song 2 (10 sec): Slow rhythm crouching.
  - Song 1 (20 sec): Fast rhythm running.
  - Song 2 (20 sec): Slow rhythm crouching.
  - Song 3 (Once all learners are crouched and silent get them up again to a standing position and start walking together in a circle).

**Variation:**

Add 'The freeze game' when playing Song 1. Every time the music stops playing the learners must freeze. The last learner to freeze is not allowed to use one of his body parts. For example, one arm or one leg.

**Goal of the game**

To motivate learners for the movement lesson.

**What to watch for:** Learners may unfreeze body parts that were frozen in the previous round after each freeze. Play or sing the music at the pace and rhythm of your choice.

**Main part 1: Number printing song**

**Time:** 10 min

**What you need/accompaniment:** Poster with numbers.

**How to move**

Today we will practice writing numbers again with the 'Number printing song'.

Activity instructions:

1. Show the learners the poster with numbers.
2. Tell the learners to write the numbers in the air while singing the song.
3. Try to write the numbers with the side your learners write with, for example their left or right side hand, foot or elbow.

Rhyme / Song Lyrics:

'Number 1 is like a stick.  
A straight line down.  
That's very quick!

For number 2 - Go right around.  
Then make a line across the ground.

Go right around - What will it be?  
Go round again to make a 3!

Down and over and down some more.  
That's the way to make a 4!

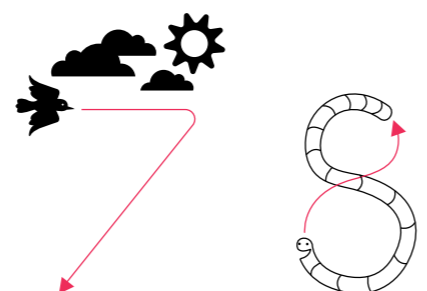
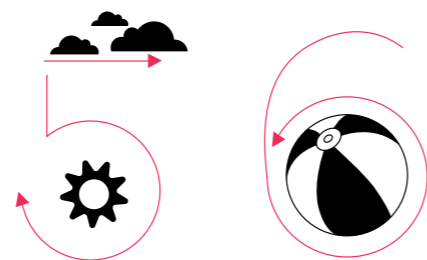
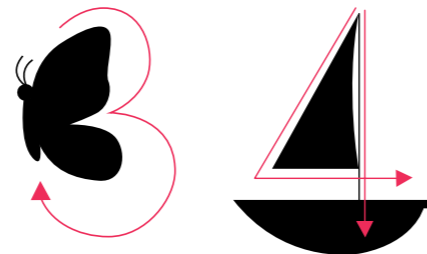
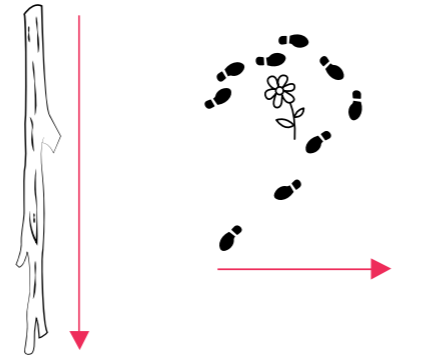
Go down and around, then you stop.  
Finish the 5 with a line on top.

Make a curve, then a loop.  
There are no tricks to making a 6.

Across the sky and down from heaven.  
That's the way to make a 7!

Make an 'S' and then don't wait.  
Go up again to make an 8!

4. Encourage the learners to use variations, such as writing the number as big as possible or as small as possible, slow or fast.



**Main part 1: Number printing song**

Refer to annex 19

**Goal of the game**

To learn the numbers through movement.

**What to watch for:** Ensure that all learners can draw and write the numbers before you sing the song.

*Thandi says*  
**Let's sing along to the Number printing song.**



**Main part 2: Creative group activity: The playground dance****Time:**  
10 min**What you need/accompaniment:** A drum or any bluetooth device for playing music.**How to move**

For this activity the learners will work in groups and use their imaginations to create a dance inspired by their favourite playground game.

Instructions:

1. Divide the class into groups of 5 learners.
2. Explain to the learners that it is break-time and they are happy. Ask them to show you happy movements to express their joy. For example: 'The school bell rings! It is break-time and you are happy! Which happy movements can you do to show your happiness?'
3. Instruct the learners to pretend they are leaving the classroom with their 4 friends and to run past the spot. For example: 'Pretend that you leave the classroom with your 4 friends. Run on the spot.'
4. Ask each group of learners to share their favourite playground game with the class. Let them answer you. For example: 'What is your favourite playground game?'
5. Instruct each group to create a dance that represents their favourite playground game. Give them 5 minutes to prepare. For example: 'Show me how you play your favourite playground game.'
6. After 5 minutes, ask each group to perform their dance for the class.

**Goal of the game**

To collaborate within a team.

**What to watch for:** Move around to each group and provide assistance to the learners as they present their game using only actions, without any words.**Cool down: Show time****Time:** 5 min**What you need/accompaniment:** No equipment**Guess what I am?**

For this activity, each group will have a chance to present their favourite game from the *Kazi* series to the class using only movements and without speaking any words. As they perform their movements, the rest of the class will try to guess which game they are playing.

**Goal of the game**

To cool down.

**What to watch for:** If there is not a lot of time left, put a limit to each group's presentation.**19****MY COMMUNITY:  
Body percussion and Rhythm**

Term 2 | Lesson 19 | Time: 30 min

**Equipment**

- Sing or play the music of your choice on any musical instrument or electronic device. For example, a cell phone.

**Introduction: Introductory song****Time:** 5 min**What you need/accompaniment:** A drum or any musical instrument or electronic device that can play music.**Let's get going**

Let's start with three different songs that will get your learners up and moving. First, we have a fast rhythm song, next we have a slow rhythm song, and then it is time to get moving again with another fast rhythm song.

Let's start:

1. Choose three different songs, melodies or rhythms.
  - Song 1 (fast rhythm): Run across the room, use the whole area
  - Song 2 (slow rhythm): Crouch into a small position and do not speak or move
  - Song 3 (medium/fast rhythm): Walk in a circle.
2. Instruct the learners what movements to do with each song. Encourage them to use the whole room or playing area for this activity.
3. Start playing the music for e.g.:
  - Song 1 (30 sec): Fast rhythm running.
  - Song 2 (10 sec): Slow rhythm crouching.
  - Song 1 (20 sec): Fast rhythm running.
  - Song 2 (20 sec): Slow rhythm crouching.
  - Song 3 (Once all learners are crouched and silent get them up again to a standing position and start walking together in a circle).

**Variation:**

Add 'The freeze game' when playing Song 1. Every time the music stops playing the learners must freeze. The last learner to freeze cannot use a body part.

**Goal of the game**

To motivate learners for the movement lesson.

**What to watch for:** Learners are allowed to unfreeze body parts that were frozen in the previous round after each freeze. Play or sing the music at the pace and rhythm of your choice.

**Main part 1: Move to the beat****Time:** 5 min**What you need/accompaniment:** Drums or play music on any musical device.**How to move**

'Move to the beat' is an exciting activity where the learners should run around in a big open area while the music plays. Get the learners to follow your instructions and move in different ways every 15 seconds.

Once you have explained the game get started:

1. 'Run around!'
2. 'Touch the sky, move high.'
3. 'Be close to the ground, move low.'
4. 'Move high and low. Go up and down.'
5. 'Run very slow.'
6. 'Run very fast.'
7. 'Run around in your own circle.'
8. 'Walk forwards in a funny way.'
9. 'Can you walk backwards?'
10. 'Can you walk with your hands and your feet on the ground?'

After completing all the instructions, repeat from number 1 until the activity is over.

**Goal of the game**

To develop locomotor skills.

**What to watch for:** Ensure that all learners can hear your next instruction when they are running around.

**Main part 2: Rhythm walks****Time:** 5 min**What you need/accompaniment:** Drums or play music on any musical device.**How to play**

In 'Rhythm walks' learners will learn to follow the rhythm of the music while walking and moving in different ways. Let's get started:

1. Play the drums or music and ask the learners to walk to the beat. Count the music out loud for them, such as counts 1 to 8.
2. Ask the learners to: 'Clap your hands on every first count of eight in the music.'
3. Every 30 seconds, give the learners a new instruction to follow:
  - a. 'Jump on every first count.'
  - b. 'Reach up to the sky on the first count of 8.'
  - c. 'Touch the floor on every first count.'
  - d. 'Turn around on every first count.'

Continue playing the music and giving new instructions every 30 seconds. Encourage the learners to keep walking to the beat while following the instructions.

**Goal of the game**

To listen and count.

**What to watch for:** If you prefer to count the music differently, feel free to use your own counting method and add specific movements for the first count of each sequence.

### Main part 3: Body percussion circle

Time: 10 min

**What you need/accompaniment:** No equipment

#### How to play

This is a fun and engaging activity that requires no equipment. You will ask learners to form a circle and use their bodies to create different sounds and movements.

Here's how to instruct learners:

1. 'Make a circle.'
  - a. 'Clap your hands 1, 2, 3.'
  - b. 'Slap your thighs or legs 1, 2, 3.'
  - c. 'Stamp your feet, 1, 2, 3.'
  - d. 'Whistle, 1, 2, 3.' (If a learner cannot whistle, ask them to make a sound that resembles a whistle instead).
2. Allow each learner to suggest his/her own way of making sounds and movements for 1, 2 and 3.
3. Instruct the rest of the learners to copy each suggestion.

Continue the game by allowing each learner to suggest their own sounds and movements.

#### Goal of the game

To copy your friend.

**What to watch for:** Ensure that the learners can copy the movement before the next learner shows his/her movement.

### Cool down: Cool down circle

Time: 5 min

**What you need/accompaniment:** Any electronic device you can play music with. For example, a cell phone.

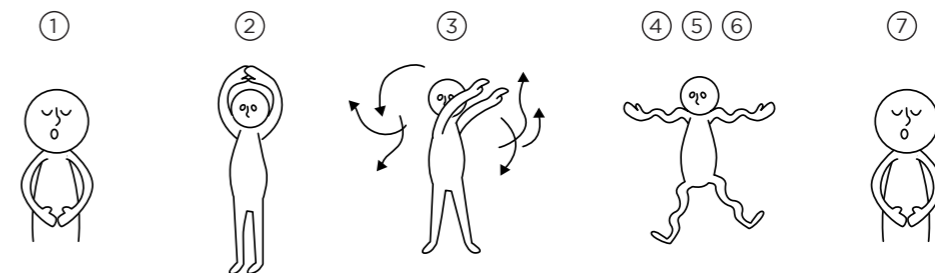
#### How to stretch

The aim of this game is to cool down, stretch and relax the body.

Gather the learners in a circle and instruct them to do the following movements:

1. 'Slowly take a deep breath through your nose and out through your mouth.' (Repeat 3 times)
2. 'Stand with both of your arms overhead, place your feet wide apart and bend your knees a little.'
3. 'Gently wave your arms from side to side and forward and backwards like a tree in a gentle wind.'
4. 'Lower your arms to the side, then gently shake one arm, then shake the other, then shake both together.'
5. 'Now shake one leg, shake the other leg, then move both legs together.'
6. 'Shake your head, shake your hips, then shake your whole body.'
7. 'Slowly take a deep breath through your nose and out through your mouth.' (Repeat 3 times)

Once you have gone through the movements 3 times, say or sing this sentence: 'Moving time is done for today, see you later and have a great day!'



#### Goal of the game

To cool down and relax the body.

**What to watch for:** As a variation, ask the learners to take a deep breath through their mouth and blow out the nose.



20

**MY COMMUNITY: Contrasting movements**

Term 2 | Lesson 20 | Time: 30 min

**Equipment**

- Sing your own melody or play music on any musical or electronic device. For example, a cell phone.

**Introduction: Introductory song**

Time: 5 min

**What you need/accompaniment:** Play music from any musical device, or electronic device, sing or use drums.

**Let's get going**

Let's start with three different songs that will get your learners up and moving. First, we have a fast rhythm song, next we have a slow rhythm song, and then it is time to get moving again with another fast rhythm song.

Let's start:

1. Choose three different songs, melodies or rhythms.
  - Song 1 (fast rhythm): Run across the room, use the whole area
  - Song 2 (slow rhythm): Crouch into a small position and do not speak or move
  - Song 3 (medium/fast rhythm): Walk in a circle.
2. Instruct the learners what movements to do with each song. Encourage them to use the whole room or playing area for this activity.
3. Start playing the music for e.g.:
  - Song 1 (30 sec): Fast rhythm running.
  - Song 2 (10 sec): Slow rhythm crouching.
  - Song 1 (20 sec): Fast rhythm running.
  - Song 2 (20 sec): Slow rhythm crouching.
  - Song 3 (Once all learners are crouched and silent get them up again to a standing position and start walking together in a circle).

**Variation:**

Add 'The freeze game' when playing Song 1. Every time the music stops playing the learners must freeze. The last learner to freeze cannot use a body part.

**Goal of the game**

To motivate learners for the movement lesson.

**What to watch for:** After each freeze learners are allowed to use their body part again that was frozen in the previous round. Play or sing the music at the pace and rhythm of your choice.

**Main part 1: Orientation**

Time: 5 min

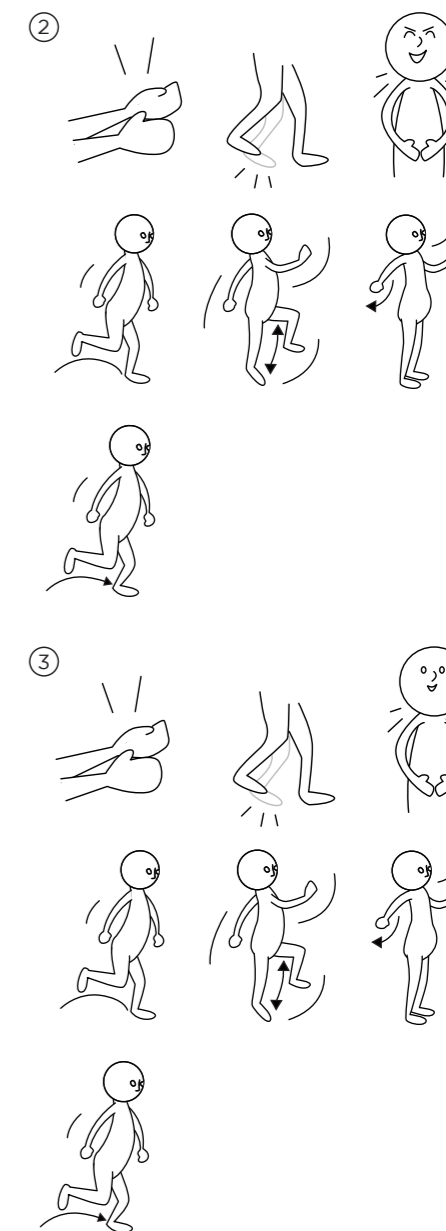
**What you need/accompaniment:** No equipment

**How to conduct**

This fun activity is designed to help the learners to understand the concept of strong and gentle movements.

How to play:

1. Start by explaining to the learners what strong and gentle movements are. Give examples of both types of movements. For example, 'Do you know what we mean if we say that you must do strong/hard movements?'
2. Ask the learners to demonstrate different strong movements, such as moving one arm fast and stopping it quickly or making strong, fast movements with their legs. For example:
  - 'Can you move your one arm fast and stop it quickly?' 'That is a strong/hard movement.'
  - 'How can you move both your arms in a strong manner?'
  - 'Can you make a strong fast movement with your body?'
  - 'Can you make a strong fast movement with your leg?'
  - 'Can you walk in a strong manner?'
3. Next, ask the learners to demonstrate different gentle movements, such as moving their arms slowly through the air without stopping the movement or making a gentle movement with their legs. For example:
  - 'Can you move your arms very slowly through the air without stopping the movement?' 'That is a gentle movement.'
  - 'How can you move your body in a gentle manner?'
  - 'Can you make a gentle movement with your legs?'
  - 'Can you make a gentle movement with only one arm?'
  - 'Can you make a gentle movement with both your arms?'
  - 'Can you walk in gentle manner?'



**Main part 1 continued: Orientation****Goal of the game**

To move at different speeds.

**What to watch for:** As a variation make the movements shy and angry.

**Main part 2: Move to the music song****Time:** 10 min

**What you need/accompaniment:** Sing your own melody or play music on a drum or any musical instrument or electronic device that you have access to.

**How to move**

This activity requires no equipment or music and will get your learners up and moving while having fun and following the instructions. Before you start, let us practice the following movements with the learners:

Try the movements in an angry way:

- 'Can you clap your hands loud?'
- 'Can you stamp your feet hard?'
- 'Can you laugh very mean?'
- 'Can you jump to the side?'
- 'Can you run on the spot angrily?'
- 'Can you swing arms very big?'
- 'Can you hop on one leg low to the ground?'

Now try the above movements while being shy:

- 'Can you clap your hands soft?'
- 'Can you stamp your feet like no one is allowed to hear?'
- 'Can you laugh like no one is allowed to see?'
- 'Can you jump in one hop only a little?'
- 'Can you run on the spot very quietly?'
- 'Can you swing your arms very gentle?'
- 'Can you hop on one leg like you would in slow motion?'

Now that you have practiced these movements, it is time to follow the words of the 'Move to music song' You can play the song on the drums (or any other musical instrument) and follow your own melody while singing the lyrics below:

**Main part 2 continued: Move to the music song**

Chorus:

Move to the music  
Let's have fun  
Move to the music  
Move as one!  
(Repeat)

Verse 1:

Clap your hands  
Stamp your feet  
Laugh from your tummy  
Jump to the beat.

Chorus:

(Repeat)

Verse 2:

Run in place  
Move and jive  
Let's swing our arms now  
Hop on one leg.

Chorus:

(Repeat)

Repeat whole song.

Make sure to repeat the whole song and encourage the learners to have fun and move as one.

**Goal of the game**

To develop fundamental movement skills.

**What to watch for:** Ensure that all learners know the song before singing and dancing.

**Cool down: Imaginary things**

Time: 5 min

**What you need/accompaniment:** Any musical device**How to conduct**

In this activity called 'Imaginary things' the learners will use their bodies to imagine they are a candle and mimic the movements and actions of the candle's flame.

Here is how:

1. Start by asking the learners to imagine that they are a candle and show you their 'fire'. Then, ask them how the fire moves and explain that it moves both fast and slow. Next, ask the learners to make sharp, fast movements like sparks and then pretend that the candle is melting all the way to the floor. Finally, ask them to close their eyes as the fire goes out. For example: 'Show me your fire.'
  - 'How does the fire move?'
  - 'The fire moves fast.'
  - 'The fire also moves slowly.'
  - 'The fire sometimes makes sparks. Make 4 sparks. Sharp fast movements.'
  - 'If the candle burns for a long time, it begins to melt.'
  - 'You are melting.'
  - 'Melt all the way to the floor.'
  - 'Close your eyes as the fire goes out.'
2. Play a soft song - if you have a musical device available - to enhance the experience.
3. Sing or say the closing sentence: 'The moving lesson is done for today, see you later and have a great day!' to signal the end of the activity.

**Goal of the game**

To cool down.

**What to watch for:** Ensure that the song that is played has a very slow tempo.

21

**MY COMMUNITY: Contrasting movements**

Term 2 | Lesson 21 | Time: 30 min

**Equipment**

- Sing or play music of your choice on any musical instrument or electronic device. For example, a cell phone.

**Introduction: Introductory song**

Time: 5 min

**What you need/accompaniment:** A drum or any musical instrument or electronic device that can play music.**Let's get going**

Let's start with three different songs that will get your learners up and moving. First, we have a fast rhythm song, next we have a slow rhythm song, and then it is time to get moving again with another fast rhythm song.

Let's start:

1. Choose three different songs, melodies or rhythms.
  - Song 1 (fast rhythm): Run across the room, use the whole area.
  - Song 2 (slow rhythm): Crouch into a small position and do not speak or move.
  - Song 3 (medium/fast rhythm): Walk in a circle.
2. Instruct the learners what movements to do with each song. Encourage them to use the whole room or playing area for this activity.
3. Start playing the music for e.g.:
  - Song 1 (30 sec): Fast rhythm running.
  - Song 2 (10 sec): Slow rhythm crouching.
  - Song 1 (20 sec): Fast rhythm running.
  - Song 2 (20 sec): Slow rhythm crouching.
  - Song 3 (Once all learners are crouched and silent get them up again to a standing position and start walking together in a circle).

**Variation:**

Add 'The freeze game' when playing Song 1. Every time the music stops playing the learners must freeze. The last learner to freeze cannot use one body part.

**Goal of the game**

To motivate learners for the movement lesson.

**What to watch for:** The learners are allowed to unfreeze. After each freeze the learners are allowed to use their body parts that were frozen in the previous round after each freeze. Play or sing the music at the pace and rhythm of your choice.



### Main part 1: Move to the beat

Time: 5 min

**What you need/accompaniment:** Drums to play music on or any musical device.

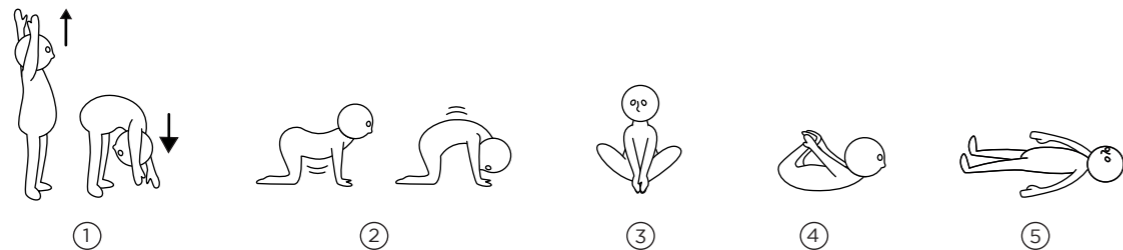
#### How to move

In 'Move to the beat' learners should run around in a big open area while the music plays. Get the learners to follow your instructions and move in different ways every 15 seconds.

Once you have explained the game get started:

1. 'Run around.'
2. 'Touch the sky, move high.'
3. 'Be close to the ground, move low.'
4. 'Move high and low. Go up and down.'
5. 'Run very slow.'
6. 'Run very fast.'
7. 'Run around in your own circle.'
8. 'Walk forwards in a funny way.'
9. 'Can you walk backwards?'
10. 'Can you walk with your hands and your feet on the ground?'

After completing all the instructions, repeat from number 1 until the activity is over.



#### Goal of the game

To develop locomotor skills.

**What to watch for:** Ensure that all learners can hear your next instruction when they are running around and not paying attention.

### Main part 2: Rhythm walks

Time: 5 min

**What you need/accompaniment:** Drums or play music on any musical device.

#### How to play

In 'Rhythm Walks' learners will listen to music and walk to the beat while following different instructions.

Here's how:

1. Start by playing music or drum beats that have a clear and steady rhythm. Instruct the learners to walk to the beat, counting out loud for them as they walk (for example, counting 1-8).
2. Next, instruct the learners to clap their hands on every first count of 8 in the music. For example: 'Clap your hands on every first count of 8 in the music.'
3. Every 30 seconds, give the learners a new instruction to follow. For example, you can instruct them to jump on every first count. Here are some instructions:
  - a. 'Jump on every first count.'
  - b. 'Reach up to the sky on the first count of 8.'
  - c. 'Touch the floor on every first count.'
  - d. 'Turn around on every first count.'



Encourage the learners to listen carefully to your instructions and follow them as best they can.

#### Goal of the game

To listen and count.

**What to watch for:** If you prefer to count the music differently, feel free to use your own counting method and add specific movements for the first count of each sequence.

**Main part 3: Body percussion circle****Time:** 10 min**What you need/accompaniment:** No equipment**How to play**

For this activity ask the learners to form a circle and use their bodies to create different sounds and movements.

Here is how to instruct learners:

1. 'Make a circle.'
  - a. 'Clap your hands 1, 2, 3.'
  - b. 'Slap your thighs or legs 1, 2, 3.'
  - c. 'Stamp your feet, 1, 2, 3.'
  - d. 'Whistle, 1, 2, 3.' (If a learner cannot whistle, ask them to make a sound that resembles a whistle instead).
2. Allow each learner to suggest his/her own way of making sounds and movements for 1, 2 and 3.
3. Instruct the rest of the learners to copy each suggestion.

Continue the game by allowing each learner to suggest his/her own sounds and movements.

**Goal of the game**

To copy your friend.

**What to watch for:** Ensure that the learners can copy the movement before the next learner shows his/her movement.

**Cool down: Imaginary things****Time:** 5 min

**What you need/accompaniment:** Sing your own melody while playing a slow rhythm on any musical device. You can also use the drums or just your own voice.

**How to stretch**

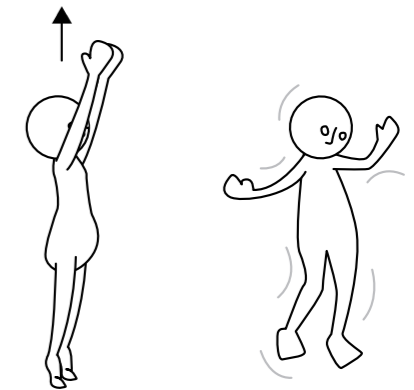
With this activity the learners will pretend to be monkeys who want to take a banana from a tree.

Start by telling the learners the following instructions:

1. 'Imagine that you are a monkey who wants to take a banana from the tree.'
  - 'Can you reach high for the banana?'
  - 'Great! Now, take the banana.'
  - 'Shake your whole body.'
  - 'Keep going! Repeat 4 times.'

Encourage the learners to move their bodies and use their imagination while pretending to be monkeys. You can also add in some fun sound effects.

2. To wrap up the activity, say or sing the following sentence: 'Moving time is done for today, see you later and have a great day!'

**Goal of the game**

To cool down.

**What to watch for:** Make sure that the learners first reach upwards with their right hand and then with their left hand up to the sky.



22

## MY COMMUNITY: Movement explorations and isolations

Term 2 | Lesson 22 | Time: 30 min

### Equipment

- Sing your own melody or play music on any musical instrument or electronic device. For example, a cell phone.

### Introduction: Introductory song

Time: 5 min

**What you need/accompaniment:** A drum or any musical instrument or electronic device that can play music.

### Let's get going

Let's start with three different songs that will get your learners up and moving. First, we have a fast rhythm song, next we have a slow rhythm song, and then it is time to get moving again with another fast rhythm song.

Let's start:

1. Choose three different songs, melodies or rhythms.
  - Song 1 (fast rhythm): Run across the room, use the whole area.
  - Song 2 (slow rhythm): Crouch into a small position and do not speak or move.
  - Song 3 (medium/fast rhythm): Walk in a circle.
2. Instruct the learners what movements to do with each song. Encourage them to use the whole room or playing area for this activity.
3. Start playing the music for e.g.:
  - Song 1 (30 sec): Fast rhythm running.
  - Song 2 (10 sec): Slow rhythm crouching.
  - Song 1 (20 sec): Fast rhythm running.
  - Song 2 (20 sec): Slow rhythm crouching.
  - Song 3 (Once all learners are crouched and silent get them up again to a standing position and start walking together in a circle).

**Variation:**

Add 'The freeze game' when playing Song 1. Every time the music stops playing the learners must freeze. The learner who freezes last should avoid using one body part, such as one leg.

### Goal of the game

To motivate learners for the movement lesson.

**What to watch for:** After each round of freezing, the learners can use the body part that was frozen in the previous round. Play or sing the music at the pace and rhythm of your choice.

### Main part 1: Cultural dance circle

Time: 10 min

**What you need/accompaniment:** No equipment

### How to conduct

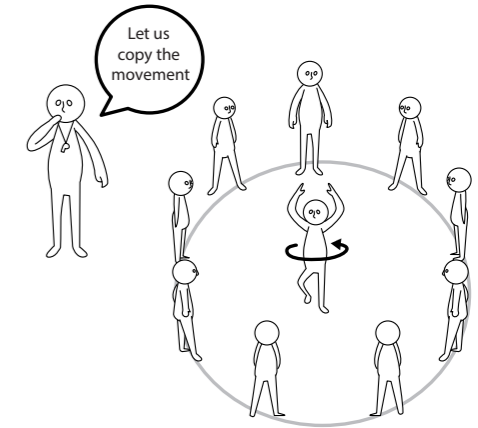
This is a great way for the children to learn different dances from around the world. In this activity, you and your children will take turns showing off your dance moves and learning from each other.

Instructions:

1. First, ask all your learners to stand in a big circle.
2. Choose 1 child to go to the middle of the circle.
3. The chosen learner should: Show any dance movement to their friends.
4. Then, ask all of the other learners to copy the movement 5 times: 'Let us copy the movement.' 'Let us do the movement 5 times. Count with me. 1, 2, 3, 4, 5!'
5. Choose another learner to go into the middle of the circle and show a new dance movement. 'Show us a new dance movement!'
6. 'Let us copy the movement. 1, 2, 3, 4, 5!'
7. Keep playing the game until all learners have had a chance to enter the circle and show their dance moves.

**Variation:**

To add some cultural learning to the activity, ask learners to make dance moves from their own cultural dances if they know any. The other children can try to copy them and learn something new.



### Goal of the game

To copy movements.

**What to watch for:** Ensure all learners can copy the movement before moving to the next.

**Main part 2: Body parts improvisation****Time:** 10 min**What you need/accompaniment:** Play music on any musical device or drums.**How to conduct**

In this activity, the children will learn about different body movements that we can do with our arms, legs, and head, just like an octopus. An octopus has many arms (show or draw a picture of an octopus on the board), and it can move each arm separately or move them all together.

Instructions:

1. Ask the learners to spread across the room and move freely to the music.
2. Play some music or drums for the learners to move to.
3. Ask the learners some questions about their movements:
  - 'What movement can you do only with your head?'
  - 'What movements can you do with one hand?'
  - 'How can you move with both hands together?'
  - 'Can you dance only with one arm?'
  - 'What movements can you do with both arms?'
  - 'Can you dance just with one leg?'
  - 'Now move freely with both legs.'
  - 'Can you move freely with one arm and one leg?'
  - 'Now move all body parts together.'

Encourage the learners to experiment with different movements and have fun while moving to the music.

**Goal of the game**

To move different body parts.

**What to watch for:** Do gentle or strong movements with one or more body parts or do tiny or huge movements.**Cool down: Imaginary things****Time:** 10 min**What you need/accompaniment:** A drum or any musical instrument or electronic device that can play music.**How to conduct**

In this activity the learners should imagine that they are a candle and practice moving like a candle flame:

Instructions:

1. Ask the learners to stand up: 'Imagine you are a candle.'
2. Tell them to show you their flame and practice moving it in different ways, such as fast, slow and making sparks:
  - 'Show me your fire.'
  - 'How does the fire move?'
  - 'The fire moves fast.'
  - The fire also moves slowly.'
  - 'The fire sometimes makes sparks. Make 4 sparks using sharp fast movements.'
  - 'If the candle burns for a long time, it begins to melt.' 'You are melting.'
  - 'Melt all the way to the floor.'
  - 'Close your eyes as the fire goes out.'
3. You can play a soft song to help the learners to relax and wind down after the activity.
4. Say or sing the closing sentence: 'The moving lesson is done for today, see you later and have a great day!'

**Goal of the game**

To cool down.

**What to watch for:** Make sure that the song that is played has a very slow tempo.



23

## ANIMALS: Animals and your name

Term 2 | Lesson 23 | Time: 30 min

### Equipment

- Sing your own melody or play music on any musical or electronic device. For example, a cell phone.

### Introduction: Introductory song

Time: 5 min

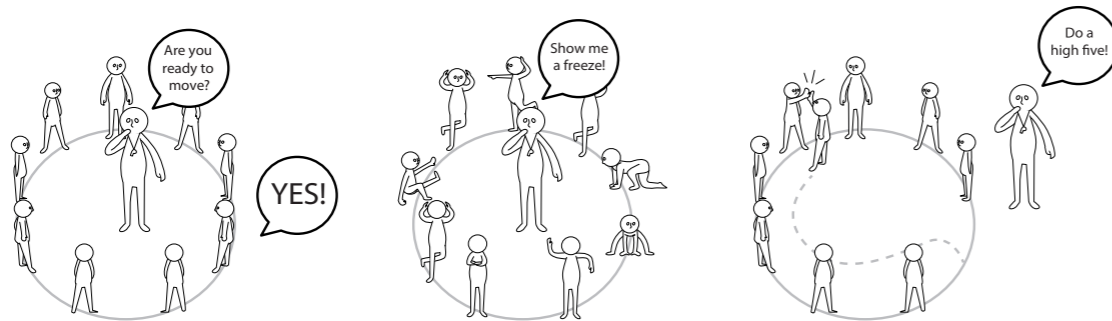
**What you need/accompaniment:** Music played on any musical device or the drums.

### High spirits

'High spirits' is a fun activity for learners to get moving and express themselves.

Here are the steps to follow:

1. Have the learners stand in a circle.
2. The teacher stands in the middle of the circle.
3. Ask the learners 'Are you ready to move?' and they should answer 'Yes!'
4. Encourage them to say 'Yes' louder 3 times.
5. Then, say 'Moving to...' and have the learners answer with 'Music' 3 times. (Repeat this 3 times)
6. Instruct the learners to show you a freeze and ask them to show you another one repeating this 3 times. For example, 'Show me a freeze.'
7. Next, ask the learners to 'Show me your happy dance.'
8. Lastly, have them to do a 'High-five' circle, where one learner begins by giving high-fives and the others follow until everyone has gone around the circle. Start: 'Let's do a 'High-five' Circle.'



### Goal of the game

This activity should resemble a call and response team huddle. For example, this is when a team gathers in a huddle before a game and the coach calls out 'Are you ready to win?' and the team responds together with a loud 'Yes!'

**What to watch for:** Give the learners some time to practice this form. Play or sing the music at the pace and rhythm of your choice.

### Main part 1: Animals and their movements

Time: 5 min

**What you need/accompaniment:** No equipment

### How to move

In this activity the learners will combine movements with animal metaphors to help them practice following directions and using their bodies to imitate different animals. Before starting, make sure there is enough space for everyone to move around.

Call out an animal and its movement. For example:

- 'Move like a mouse.'
- 'Stamp your feet like an elephant.'
- 'Move slow like a tortoise.'
- 'Crawl like a tiger.'
- 'Swing your arms like a big bird.'
- 'Hop like a frog.'

Repeat the list from the beginning 2 or 3 more times to give the learners more chances to practice and have fun.

### Goal of the game

To mimic animals.

**What to watch for:** As a variation the teacher can play music on an electronic device that will help the learners get moving a bit more.

**Main part 2: Dance your name****Time:** 15 min

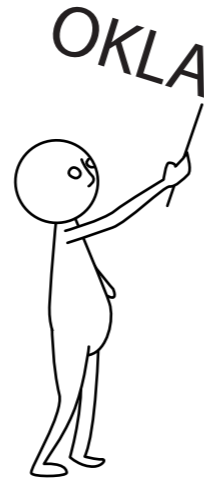
**What you need/accompaniment:** This activity works without music, but if you prefer, you can play some drums or choose any background music to listen to.

**How to play**

This activity will help the learners to write their names and explore their bodies.

Here is what to ask learners step by step:

1. 'Can you write your name?'
2. 'Imagine you have a big stone wall in front of you.'
3. 'Write your name as big as possible on this imaginary stone wall.'
4. Then, have them do it again, but this time using different body parts:
  - a. Left/right foot
  - b. Left/right knee
  - c. Left/right elbow
  - d. Head
  - e. Nose.
5. 'Now you can use different body parts one after the other to write or paint your name in the air.'

**Goal of the game**

To use different parts of your body. You can also use your left and right sides, like your left and right foot.

**What to watch for:** Keep writing your name without stopping. Repeat the process by starting from the beginning each time, like an endless loop.

**Cool down: Imaginary things****Time:** 10 min

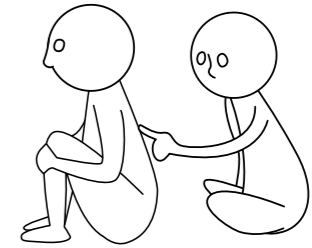
**What you need/accompaniment:** No equipment

**How to conduct**

In this activity the learners are encouraged to imagine they are ants in a colony.

Instructions:

1. Divide the learners into pairs and have them sit together.
2. One learner sits behind the other one and uses his/her back and arms to act out the following instructions.
3. 'Imagine there are ants climbing down your back. Show me the ants with your fingertips.'
4. 'The ants continue and climb up the back.'
5. 'Now they climb down one arm and back up again.'
6. 'They continue and climb down the back.'
7. 'Oh no, those ants had dirty feet.'
8. 'Wipe the dirt away, use your hands.'
9. 'Now change.' And the learners can switch roles.
10. Finally, end the activity by saying or singing this sentence: 'Moving time is done for today, see you later and have a great day!'

**Goal of the game**

To cool down.

**What to watch for:** If a learner is uncomfortable with being touched by a fellow during the activity, they can practice the activity on themselves.



24

## ANIMALS: Animals and their movements

Term 2 | Lesson 24 | Time: 30 min

### Equipment

- Sing your own melody or play music on any musical or electronic device. For example, a cell phone.

### Introduction: Introductory song

Time: 5 min

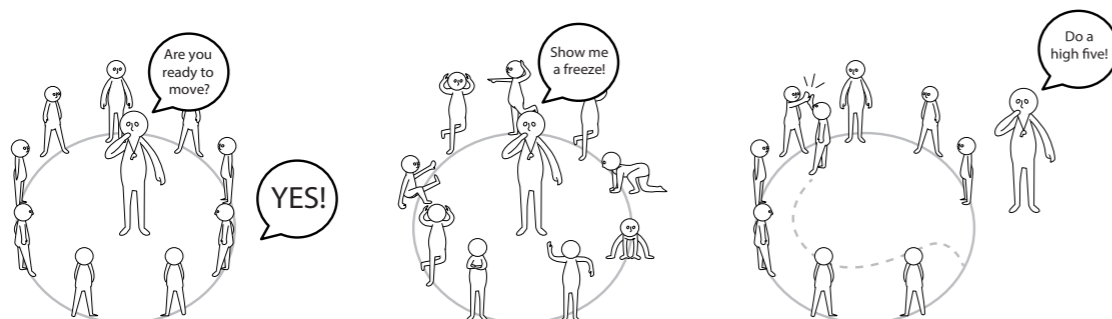
**What you need/accompaniment:** Music played on any musical device or the drums.

### High spirits

'High spirits' is a fun activity for learners to get moving and express themselves.

Here are the steps to follow:

1. Have the learners stand in a circle.
2. The teacher stands in the middle of the circle.
3. Ask the learners 'Are you ready to move?' and they should answer 'Yes!'
4. Encourage the learners to say 'Yes' louder 3 times.
5. Then, say 'Moving to...' and have the learners answer with 'Music' 3 times. (Repeat this 3 times)
6. Instruct them to show you a freeze and ask them to show you another repeating this 3 times. For example, 'Show me a freeze.'
7. Next, ask the learners to 'Show me your happy dance.'
8. Lastly, have them to do a 'High-five' circle. One learner begins by giving high-fives and the others follow until everyone has gone around the circle. Start: 'Let's do a 'High-five' Circle.'



### Goal of the game

This activity should resemble a call and response team huddle. For example, this is when a team gathers in a huddle before a game and the coach calls out 'Are you ready to win?' and the team responds with a loud 'Yes!'

**What to watch for:** Give the learners some time to practice this form. Play or sing the music at the pace and rhythm of your choice.

### Main part 1: Move like an animal and freeze

Time: 5 min

**What you need/accompaniment:** Music played on any musical device or the drums.

### How to play

In this activity the learners will move freely to music and then freeze in different animal poses when the music stops. They will pretend to be birds, kittens, monkeys, and frogs.

Instructions:

1. Start by playing music or drums and ask the learners to move freely to the music. Encourage them to use the entire area to move around).
2. When you stop the music/drums, instruct the learners to freeze: 'Freeze like a statue! Don't move!'
3. Play music/drums again and instruct: 'Flap your arms like a bird's wings and fly around.'
4. Stop music/drums and learners must: 'Freeze!' (Repeat this 5 times).
5. Play music/drums: 'Walk on hands and knees and pretend to be kittens saying 'meow!'
6. Stop music/drums: 'Freeze!' (Repeat 5 times).
7. Play music/drums: 'Walk with your legs far apart and swing your arms like a monkey.'
8. Stop music/drums: 'Freeze!' (Repeat 5 times).
9. Play music/drums: 'Hop on all fours like a frog.'
10. Stop music/drums: 'Freeze!' (Repeat 5 times).

### Goal of the game

To mimic different animals.

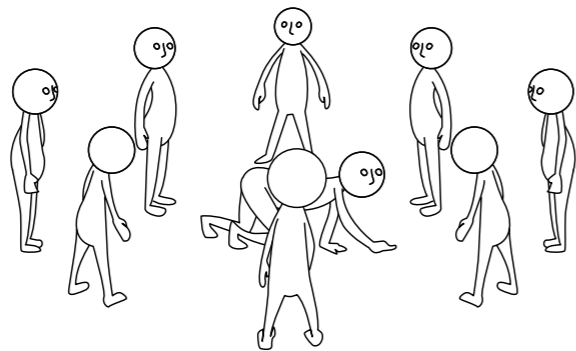
**What to watch for:** For a variation music/drums can be played at a faster or slower tempo.

**Main part 2: Guess the animal****Time:** 15 min**What you need/accompaniment:** No equipment**How to play**

For 'Guess the animal' the learners will stand in a circle and take turns to move and act like animals, while the rest of the class guesses the animal they are imitating.

Instructions:

1. Begin by asking all the learners to stand in a circle.
2. Choose a learner to stand in the middle of the circle.
3. Instruct the learner in the middle of the circle: 'Move and act like a dangerous animal. You can choose the animal! Do not say its name. Just move like your animal.'
4. Instruct the rest of the class: 'Let us see if you can guess the animal.'
5. As soon as the learners have identified the correct animal, instruct them to move and act like this animal for 30 seconds.
6. Choose the next child to be in the middle of the circle, and instruct: 'Choose a little animal; do not say its name; only move like it.'
7. Instruct the rest of the learners: 'Guess the animal.'
8. Once they identified the correct animal: 'Everybody must move like the animal.'
9. Repeat this activity with different learners in the middle, using different instructions to keep it interesting. For example:
  - a. 'Choose an animal with fur. Do not say its name! Act like your chosen animal.'
  - b. 'Show your favourite animal to the other learners! Do not say its name!'
  - c. 'Choose a heavy, big animal! Do not say its name! Only move!'
  - d. 'Choose a fast animal! Do not say its name! Just move like it!'
  - e. 'Choose a slow animal! Do not say its name! Show us!'
  - f. 'Choose a flying animal! Do not say its name! Use only movements!'

**Goal of the game**

To mimic animals.

**What to watch for:** Ensure that all learners get a chance to present an animal.

**Cool down: Imaginary things****Time:** 5 min**What you need/accompaniment:** No equipment**How to play**

This 'Imaginary things' activity is a cool-down exercise to encourage learners to use their imagination and relax their minds and bodies after a busy day.

Here are the steps to follow:

1. Start by asking the learners to stand up tall and take a few deep breaths of fresh air to relax their bodies: 'Stand up tall and take some deep breathes of fresh air.'
2. Ask them to crouch down into a very small position, as if they were a tiny mouse: 'Now crouch down to be very small.'
3. Instruct them to pretend to crawl into their little hole: 'Crawl into your little hole and close the entrance with some sand.'
4. Ask them to lay down into a cosy position and close their eyes: 'Lay down in a cosy position.'
5. Encourage them to think about something that made them laugh that day and take three deep breaths while visualizing it: 'Now close your eyes and think of something that made you laugh today. Take three deep breaths. '
6. Once they are ready, instruct them to slowly open their eyes.

Closing sentence:

To conclude the activity, say or sing the closing sentence: 'The moving lesson is done for today, see you later and have a great day!'

**Goal of the game**

To cool down.

**What to watch for:** If time allows ask the learners to share what made them laugh today.





25

**ANIMALS: Animals and your name**

Term 2 | Lesson 25 | Time: 30 min

**Equipment**

- Sing your own melody or play music on any musical or electronic device. For example, a cell phone.

**Introduction: Introductory song**

Time: 5 min

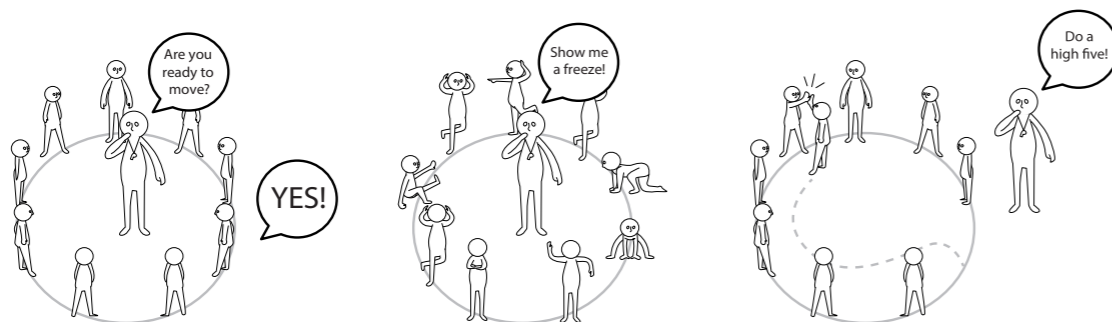
**What you need/accompaniment:** Music played on any musical device or the drums.

**High spirits**

'High spirits' is a fun activity for learners to get moving and express themselves.

Here are the steps to follow:

1. Have learners stand in a circle.
2. The teacher stands in the middle of the circle.
3. Ask the learners 'Are you ready to move?' and they should answer 'Yes!'
4. Encourage the learners to say 'Yes' louder 3 times.
5. Then, say 'Moving to...' and have the learners answer with 'Music' 3 times. (Repeat this 3 times)
6. Instruct the learners to show you a freeze and ask them to show you another repeating this 3 times. For example, 'Show me a freeze'.
7. Next, ask the learners to 'Show me your happy dance.'
8. Lastly, have them to do a 'High-five' circle, where one learner begins by giving high-fives and the others follow until everyone has gone around the circle. Start: 'Let's do a 'High-five' Circle.'

**Goal of the game**

This activity should resemble a call and response team huddle. For example, this is when a team gathers in a huddle before a game and the coach calls out 'Are you ready to win?' and the team responds together with a loud 'Yes!'

**What to watch for:** Give the learners some time to practice this form. Play or sing the music at the pace and rhythm of your choice.

**Main part 1: Animal movements**

Time: 10 min

**What you need/accompaniment:** No equipment

**How to play**

Let's explore how animals move! We'll start by imitating some animals and then work together to create our own animal movements.

Activity:

1. You or a learner can demonstrate some animal movements: 'A cheetah walks sly like a cat. Can you show me how.'
  - 'A cheetah also runs fast. Run in place as fast as you can.'
  - 'An elephant takes slow and big steps. Can you walk like an elephant?'
  - 'Frogs. What do they do? Show me how a frog hops up and down and eats insects by shooting out its tongue.'
2. Divide learners into groups of 5.
3. Instruct the groups: 'Choose an animal and work together to create movements that imitate that animal. How many movements can you come up with?'
4. Have each group sing or say the words 'I am a ... (name of the animal) and I move like this (demonstrate the animal)'.
5. Repeat the song 5 times and give the groups time to practise their routine.
6. Allow approximately 5 minutes for each group to practice.
7. Then, instruct the groups to sit together.
8. Have each group take turns to sing and show their movements: 'I am a (name of the animal) and I do this (movement).'
9. Finish the activity with a final movement showcase: 'When I count to three you must jump up and show me your favourite animal movement of the day. One ... two ... three!'

**Goal of the game**

To mimic different animals.

**What to watch for:** Ensure that each group gets a chance before moving to the next activity.

## Main part 2: Dance your name

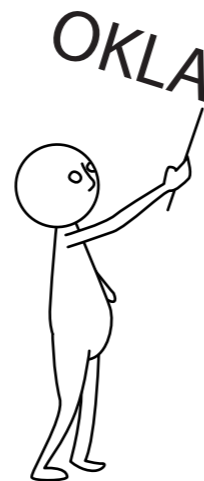
Time: 10 min

**What you need/accompaniment:** Activity works without music, but if you prefer, you can play some drums or choose any background song to listen to.

### How to play

This activity will help the learners to write their names and explore their bodies. Here is what to ask them step by step:

1. 'Can you write your name?'
2. 'Imagine you have a big stone wall in front of you.'
3. 'Write your name as big as possible on this imaginary stone wall.'
4. Then, have them do it again, but this time using different body parts: With your...
  - a. Left/right foot
  - b. Left/right knee
  - c. Left/right elbow
  - d. Head
  - e. Nose.
5. 'Now you can use different body parts one after the other successively to write or paint your name in the air.'



As a variation first write your name really small and then get bigger as you go.

### Goal of the game

To use different parts of your body. You can also use your left and right sides, like your left or right foot.

**What to watch for:** Keep writing your name without stopping. Repeat the process by starting from the beginning each time like an endless loop.

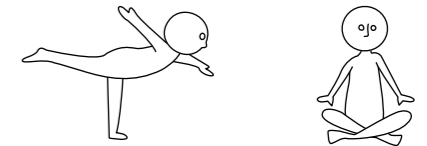
## Cool down: Imaginary things

Time: 5 min

**What you need/accompaniment:** No equipment

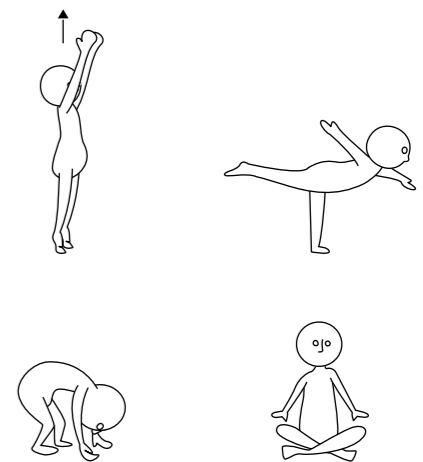
### How to play

Let's take a moment to imagine ourselves as beautiful butterflies flying in search of the perfect flower. This cool-down exercise should help the learners to relax and feel calm.



Let's spread our wings and begin!

1. 'You are a butterfly who wants to find a flower to sit on.'
  - 'Fly high in the sky.'
  - 'Sit down on a rose.'
  - 'Ouch! The thorn pricks you!'
  - 'Jump up!'
  - 'Fly up again.'
  - 'Look at the field with the colourful different flowers.'
  - 'Make circles in the air above the flowers.'
  - 'Quickly, hide from a big bird!'
  - 'Sit down on a daisy and feel the soft rocking of the flower calming you down, making you feel calm.'
  - Repeat 4 times.
2. End off by saying or singing this sentence: 'Moving time is done for today, see you later and have a great day!'



### Goal of the game

To cool down.

**What to watch for:** As variation you can be a bird instead of a butterfly.



26

## ANIMALS: Animals and their movements

Term 3 | Lesson 26 | Time: 30 min

### Equipment

- Sing or play music of your choice on any musical or electronic device. For example, a cell phone.

### Introduction: Introductory song

Time: 5 min

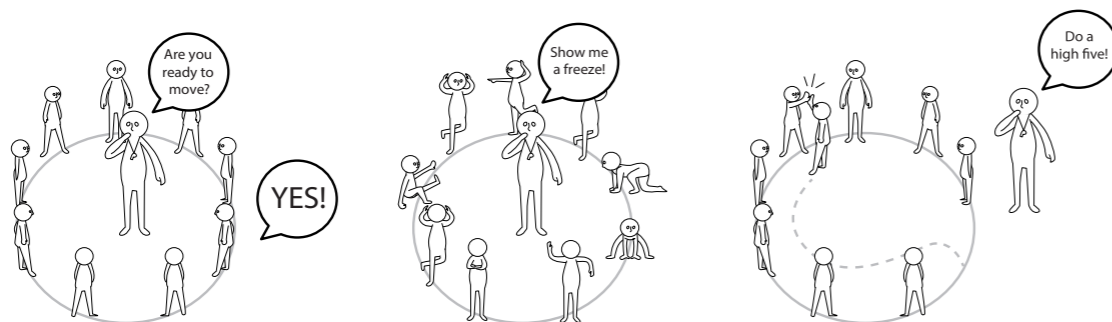
**What you need/accompaniment:** Music played on any musical device or the drums.

### High spirits

'High spirits' is a fun activity for learners to get moving and express themselves.

Here are the steps to follow:

1. Have learners stand in a circle.
2. The teacher stands in the middle of the circle.
3. Ask the children 'Are you ready to move?' and they should answer 'Yes!'
4. Encourage the learners to say 'Yes' louder 3 times.
5. Then, say 'Moving to...' and have them answer with 'Music' 3 times. (Repeat this 3 times)
6. Instruct the learners to show you a freeze and ask them to show you another repeating this 3 times. For example, 'Show me a freeze.'
7. Next, ask the children to 'Show me your happy dance.'
8. Lastly, have them to do a 'High-five' circle, where one learner begins by giving high-fives and the others follow until everyone has gone around the circle. Start: 'Let's do a 'High-five' Circle.'



### Goal of the game

This activity should resemble a call and response team huddle. For example, this is when a team gathers in a huddle before a game and the coach calls out 'Are you ready to win?' and the team responds together with a loud 'Yes!'

**What to watch for:** Give the learners some time to practice this form. Play or sing the music at the pace and rhythm of your choice.

### Main part 1: Musical statues and animals

Time: 5 min

**What you need/accompaniment:** Play music on any musical device or drums.

### How to play

Get ready to move and freeze like different animals in this fun activity. You will start by dancing freely to the music in a open area where learners are encouraged to use the entire area to move. When the music stops you should freeze like a statue and hold your pose.

Instructions:

1. Begin by playing the music. Instruct learners to: 'Move freely to the music.'
2. After 30 seconds stop the music and learners must freeze: 'Freeze like a statue - don't move!'
3. Play music and instruct learners to: 'Hop around like a rabbit'. After a few seconds, stop music: 'Freeze!' (Repeat 5 times)
4. Play music: 'Gallop like a horse.' Stop music: 'Freeze!' (Repeat 5 times)
5. Play music: 'Fly like a butterfly.' Stop music: 'Freeze!' (Repeat 5 times)
6. Play music: 'Swim like a fish.' Stop music: 'Freeze!' (Repeat 5 times)
7. Play music: 'Roll your treasure like dung beetle.' Stop music: 'Freeze!' (Repeat 5 times)
8. Play music: 'Walk like an elephant.' Stop music: 'Freeze!' (Repeat 5 times)
9. Play music: 'Crawl like a spider.' Stop music: 'Freeze!' (Repeat 5 times)
10. Play music: 'Jump like a dolphin.' Stop music: 'Freeze!' (Repeat 5 times)

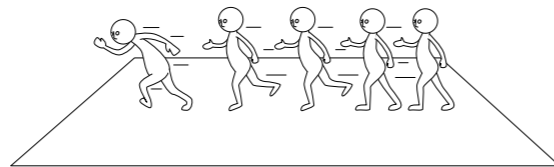
### Goal of the game

To mimic different animals.

**What to watch for:** For a variation music or drums can be played at a faster or slower tempo.

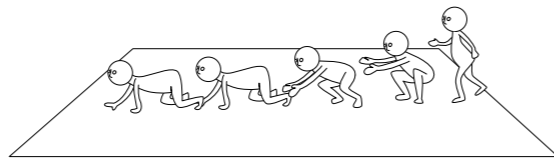
**Main part 2: Follow the animal****Time: 5 min****What you need/accompaniment:** No equipment**How to play**

In this activity the learners will form lines of five and take turns being the leader. The other learners will copy the movements of their leader, who will be instructed how to move.



Here are the details:

1. Begin by telling the learners: 'Make lines of 5'.
2. Choose a leader for each line. The learners must copy the movements of their leader.
3. Every 30 seconds give the following instructions to the leader:
  - a. 'Move slow!'
  - b. 'Move fast!'
  - c. 'Jump high!'
  - d. 'Crawl low!'
  - e. 'Choose your favourite animal and move.'
  - f. 'Change leader!'
  - g. 'Repeat from the top!'

**Goal of the game**

To collaborate within a team.

**What to watch for:** Make sure there is enough space between the group members to avoid bumping into each other.

**Main part 3: Creative group activity****Time: 10 min****What you need/accompaniment:** A drum or any bluetooth device for playing music.**How to conduct**

This activity is a great way to encourage your learners to work together and express themselves creatively.

Here's how to get started:

1. Divide your class into groups of 4.
2. Ask each learner to choose one movement they learned in class today. Then have the group combine those movements to create a dance sequence. Encourage them to practice their dance so they can remember the order of the movements.
3. Give the learners 5 minutes to independently work on their own dance sequence.

Remember to make sure there is enough space between group members to avoid bumping into each other.

**Goal of the game**

To mimic different animals.

**What to watch for:** For a variation music or drums can be played at a faster or slower tempo.

**Cool down: Show time****Time: 10 min****What you need/accompaniment:** A drum or any bluetooth device for playing music.**It is show time**

Once each group has created their dance, it is time to showcase their work! Instruct each group to present its dance to the class. To make it even more fun, put on music or play the drums as each group presents their dance. Encourage the rest of the class to cheer for the other groups.

**Goal of the game**

To collaborate within a group.

**What to watch for:** Ensure that all groups get a chance to present.



27

**ANIMALS: Animals and their movements**

Term 3 | Lesson 27 | Time: 30 min

**Equipment**

- Sing or play music of your choice on any musical or electronic device. For example, a cell phone.

**Introduction: Introductory dance**

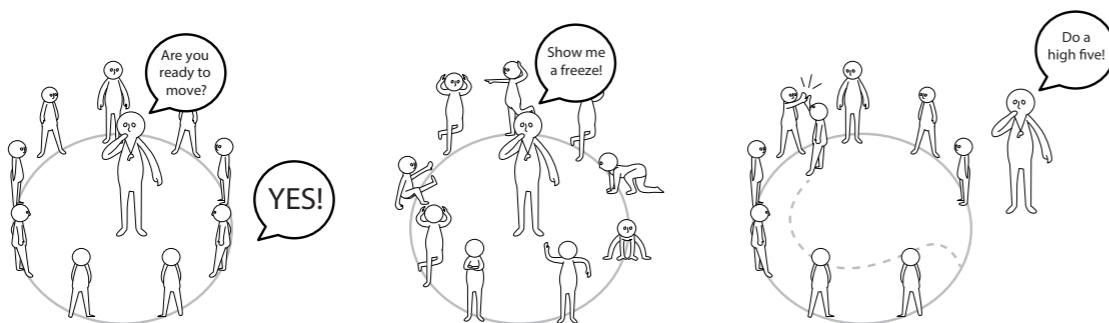
Time: 5 min

**What you need/accompaniment:** No equipment**High spirits**

'High spirits' is a fun activity for learners to get moving and express themselves.

Here are the steps to follow:

1. Have learners stand in a circle.
2. The teacher stands in the middle of the circle.
3. Ask the learners 'Are you ready to move?' and they should answer 'Yes!'
4. Encourage the learners to say 'Yes' louder 3 times.
5. Then, say 'Moving to...' and have the learners answer with 'Music' 3 times. (Repeat this 3 times)
6. Instruct them to show you a freeze and ask them to show you another repeating this 3 times. For example, 'Show me a freeze.'
7. Next, ask the learners to 'Show me your happy dance.'
8. Lastly, have them to do a 'High-five' circle, where one learner begins by giving high-fives and the others follow until everyone has gone around the circle. Start: 'Let's do a 'High-five' Circle.'

**Goal of the game**

This activity should resemble a call and response team huddle. For example, this is when a team gathers in a huddle before a game and the coach calls out 'Are you ready to win?' and the team responds together with a loud 'Yes!'

**What to watch for:** Give the learners some time to practice this form. Play or sing the music at the pace and rhythm of your choice.

**Main part 1: A day at the beach**

Time: 5 min

**What you need/accompaniment:** No equipment**How to conduct**

Let's take a trip to the beach with this fun activity!

Here's how to get started:

1. Have the learners form two lines facing each other with a partner from the opposite line.
2. Say the following phrases, pausing for the children to follow along:
  - 'We are going to the beach.'
  - 'Pretend to put on your swimming costume.'
  - 'Throw your towel over your shoulder.'
  - 'We are going swimming. Who knows how to swim?'
  - 'Move your arms forward in circles. One arm, and then the other arm, one arm, other arm.'
  - 'Lie on your stomach.'
  - 'Kick your feet up and down.'
  - 'Lie on your back and float in the water.'
  - 'Keep your arms on the floor and move them up and down, up and down.'
  - 'Suddenly some waves are coming. Can you do waves with your hand?'
  - 'Can you make waves with your arms?'
  - 'Now try to make waves with you whole body.'
  - 'You see a fish. Jump up!'
  - 'Be the fish.'

Have fun and encourage the children to use their creativity and imagination to bring the beach to life!

**Goal of the game**

To encourage the imagination.

**What to watch for:** Make sure that the learners have enough space between one another in the 2 lines not to bump into each other.

## Main part 2: Water animal movements

Time: 5 min

**What you need/accompaniment:** No equipment

### How to move

Let's get moving and explore different ways that water animals move!

Try these movements and see if you can imitate the animals:

1. 'Jump like a dolphin. Show me your best dolphin jump.'
2. 'A shark swims fast. Try to move fast like a shark.'
3. 'A jellyfish moves very slowly. Imagine the waves are moving you and move slowly like a jellyfish.'
4. 'Crabs walk sideways and have pincers. Walk sideways and show me your pincers.'
5. 'A mussel opens and closes its shell. Can you be a mussel and show me how to open and close your shell?'
6. 'A crocodile has a big mouth. Try to be a crocodile and show me your best big mouth impression.'
7. 'Some water animals eat sea grass. Show me how sea grass moves in the water. Slowly move from side to side, lean back and forward, and let the waves move you like sea grass. Reach up to the sky with your arms to be very long sea grass.'

### Goal of the game

To encourage the imagination.

**What to watch for:** Show pictures of each animal to the learners before mimicking the animal.

## Main part 3: Dance memory

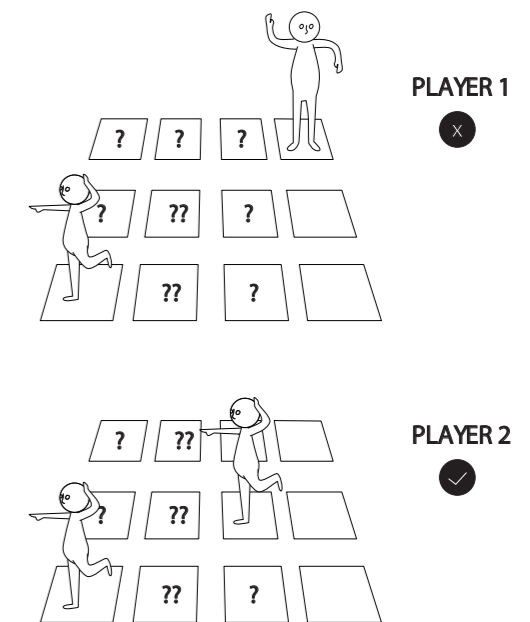
Time: 14 min

**What you need/accompaniment:** No equipment

### How to play

This activity is like the memory card game, but instead of cards we will use movements. The goal is to find the matching pairs of movements.

1. Choose 2 or 3 learners to wait outside or away from the rest of the class.
2. The remaining learners should pair up with someone else.
3. Each pair invents a movement (such as nodding with your head, doing the criss-cross or running in place).
4. Give them 2 minutes to practice their movement with their partner.
5. Instruct them to spread out across the room, making sure not to stand next to their partner.
6. Call back the players who were waiting away from the group.
7. Player 1's goal is to find the matching pair of movements.
8. When they find a matching pair, they should give the other player a pat to show them the move.
9. If player 1 doesn't find a matching pair of movements, it is player 2's turn to search for a pair.
10. Continue taking turns until all the pairs are found.
11. The player who finds the most pairs is the winner.
12. If there is time you can play a second round with new movements and new players.



### Goal of the game

To work together.

**What to watch for:** It is important that the pairs can do the movement identically. They should be very precise. Sometimes it is better to choose an easy movement rather than a complicated one which they are not able to repeat.

**Cool down: The end**

Time: 1 min

**What you need/accompaniment:** No equipment

**The end**

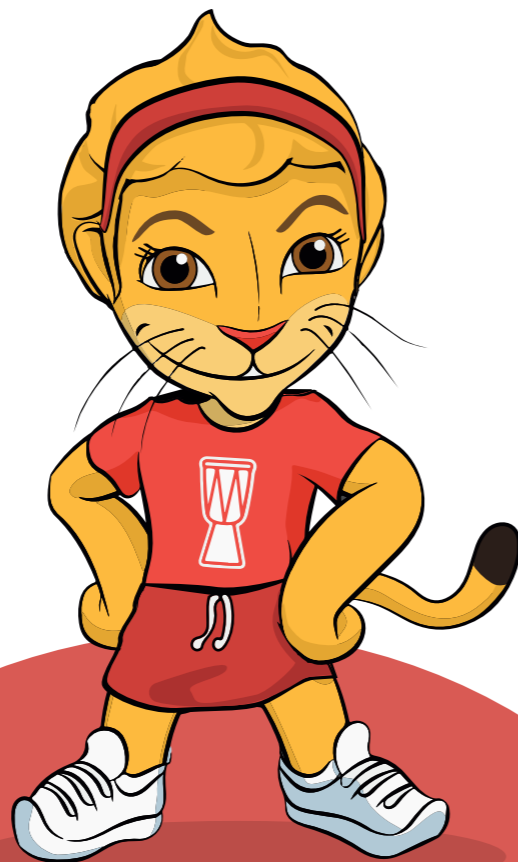
As a wrap up of the movement session, gather all learners together in a circle. Lead the group in saying or singing the following sentences together: 'Moving time is done for today, see you later and have a great day!'

**Goal of the game**

To cool down.

**What to watch for:** That the children calm down..

*Thandi says*  
**Put your hands on your hips and move to the music.**



**28**

**ANIMALS: Partner work and games**

Term 3 | Lesson 28 | Time: 30 min



**Equipment**

- Sing or play music of your choice on any musical or electronic device. For example, a cell phone.

**Introduction: Introductory song**

Time: 5 min

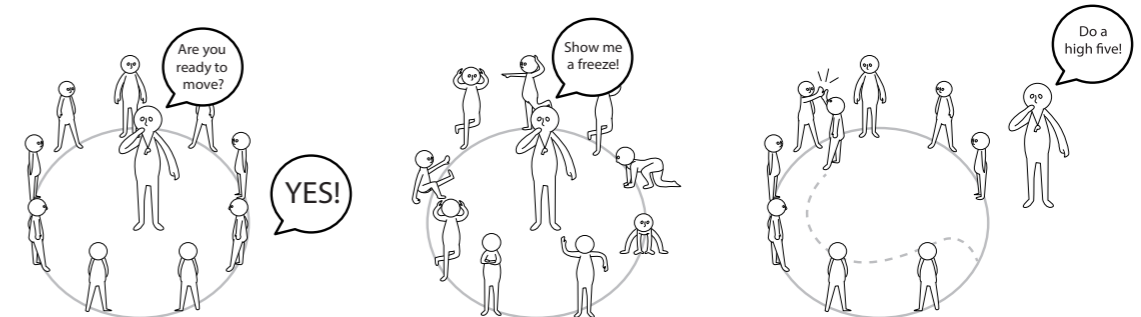
**What you need/accompaniment:** No equipment

**High spirits**

'High spirits' is a fun activity for learners to get moving and express themselves.

Here are the steps to follow:

1. Have learners stand in a circle.
2. The teacher stands in the middle of the circle.
3. Ask 'Are you ready to move?' and the learners should answer 'Yes!'
4. Encourage them to say 'Yes' louder 3 times.
5. Then, say 'Moving to...' and have the learners answer with 'Music' 3 times. (Repeat this 3 times)
6. Instruct the learners to show you a freeze and ask them to show you another repeating this 3 times. For example, 'Show me a freeze.'
7. Next, ask the learners to 'Show me your happy dance.'
8. Lastly, have them to do a 'High-five' circle, where one learner begins by giving high-fives and the others follow until everyone has gone around the circle. Start: 'Let's do a 'High-five' Circle.'



**Goal of the game**

This activity should resemble a call-and-response team huddle. For example, this is when a team gathers in a huddle before a game and the coach calls out 'Are you ready to win?' And the team responds together with a loud 'Yes!'

**What to watch for:** Give the learners some time to practice this form. Play or sing the music at the pace and rhythm of your choice.

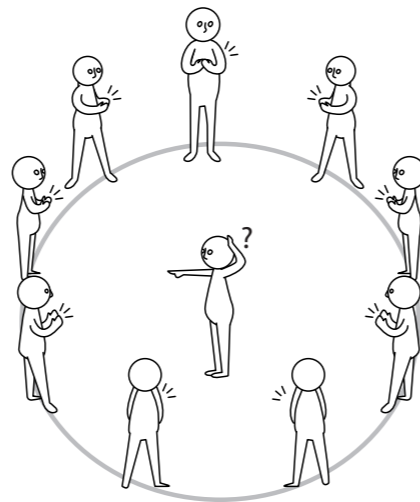
**Main part 1: The conductor and his musicians**

Time: 10 min

**What you need/accompaniment:** No equipment**How to play**

In this activity, the children will learn about the role of a conductor in leading a group of musicians, for example an orchestra.

1. Have the group sit or stand in a circle, while one player leaves the room.
2. The rest of the group should now choose a conductor who will give them signals to change the rhythm of their clapping.
3. The conductor's signals should be subtle and unobtrusive.
4. Bring the player who left the room back into the room.
5. The group starts clapping a rhythm.
6. After a short time, the conductor signals the group to change the rhythm in a way that is not noticeable to the player who just returned.
7. When the player recognizes who the conductor is, they join in the group (orchestra) and the conductor leaves the room. For the second round, a new conductor is chosen.

**Goal of the game**

To keep rhythm.

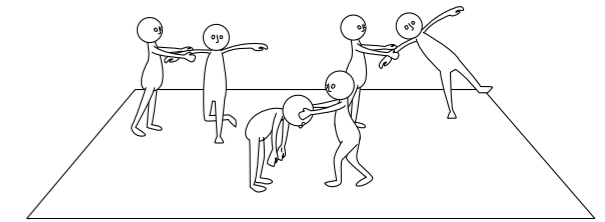
**What to watch for:** Use your whole body to make rhythms and try to keep it simple. For example, stamp with your feet, clap on your thighs, beat on your chest.

**Main part 2: Ice sculptures**

Time: 10 min

**What you need/accompaniment:** No equipment**How to play**

Do you know what happens to water when it gets very cold? It turns to ice! In some parts of the world, people make beautiful sculptures out of ice. In this activity, you will become an ice sculpture, and your partner will be the sculptor.

**Instructions:**

1. Pair up with another learner.
2. Decide which learner is 'the sculptor' and the other 'the ice sculpture'.
3. 'Sculptor, use your imagination to sculpt your partner into an ice sculpture of your choice.'
4. 'You can give your ice sculpture an emotion, such as sad, happy, bored or scared.'
5. When the sculptor is finished, the ice sculpture should freeze in the position and not move: 'Don't move, freeze!'
6. Now, all the sculptors can take a walk through the sculpture gallery and admire all the statues.
7. Switch roles and repeat the activity again.
8. Switch partners and repeat the activity again.

**Goal of the game**

To develop balance and coordination.

**What to watch for:** Increase the difficulty with each round.



**Cool down: Imaginary things**

**Time:** 5 min

**What you need/accompaniment:** Any musical device including drums.

**How to play**

- Imagine you are building a small house on the beach sand.
  - 'Gather some sand.'
  - 'Make a ball with the sand.'
  - 'Shape your house.'
  - 'Pick up some small sticks.'
  - 'Place the sticks on the roof.'
  - 'Gently dig a door and windows into your house.'
  - 'Lie or sit down next to your house.'
  - 'Listen to the waves crashing on the sand.'
- Say or sing the closing sentence: 'Moving lesson done for today, see you later and have a great day!'

**Goal of the game**

To cool down.

**What to watch for:** Play a soft and relaxing song in the background to help learners relax.



**29**

**WATER: Partner work and games**

Term 3 | Lesson 29 | Time: 30 min

**Equipment**

- Sing or play music on any musical instrument or electronic device. For example, a cell phone.

**Introduction: Introductory song**

**Time:** 5 min

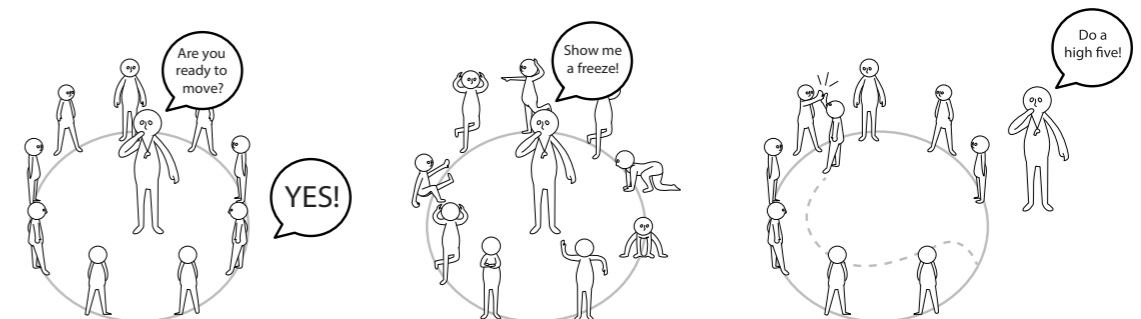
**What you need/accompaniment:** No equipment.

**High spirits**

'High spirits' is a fun activity for learners to get moving and express themselves.

Here are the steps to follow:

1. Have the learners stand in a circle.
2. The teacher stands in the middle of the circle.
3. Ask the learners 'Are you ready to move?' and they should answer 'Yes!'
4. Encourage them to say 'Yes' louder 3 times.
5. Then, say 'Moving to...' and have them answer with 'Music' 3 times. (Repeat this 3 times)
6. Instruct the learners to show you a freeze and ask them to show you another repeating this 3 times. For example, 'Show me a freeze.'
7. Next, ask the learners to 'Show me your happy dance.'
8. Lastly, have them to do a 'High-five' circle, where one learner begins by giving high-fives and the others follow until everyone has gone around the circle. Start: 'Let's do a 'High-five' Circle.'



**Goal of the game**

This activity should resemble a call-and-response team huddle. For example, this is when a team gathers in a huddle before a game and the coach calls out 'Are you ready to win?' and the team responds together with a loud 'Yes!'

**What to watch for:** Give the learners some time to practice this form. Play or sing any song of your choice.

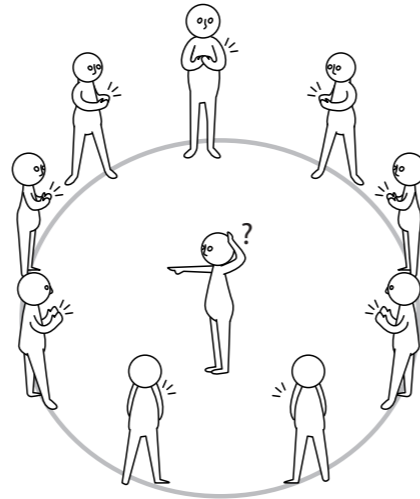
**Main part 1: The conductor and his musicians**

Time: 10 min

**What you need/accompaniment:** No equipment**How to play**

In this activity, the children will learn about the role of a conductor in leading a group of musicians, for example an orchestra.

1. Have the group sit or stand in a circle, while one player leaves the room.
2. The rest of the group should now choose a conductor who will give them signals to change the rhythm of their clapping.
3. The conductor's signals should be subtle and unobtrusive.
4. Bring the player who left the room back into the room.
5. The group starts clapping a rhythm.
6. After a short time, the conductor signals the group to change the rhythm in a way that is not noticeable to the player who just returned.
7. When the player recognizes who the conductor is, they join in the group (orchestra) and the conductor leaves the room. For the second round, a new conductor is chosen.

**Goal of the game**

To keep rhythm.

**What to watch for:** As a variation, instead of body percussion, you can play a round where the conductor makes dance moves. Make sure to choose easy dance moves that others can adapt to quickly.

**Main part 2: Ice sculptures**

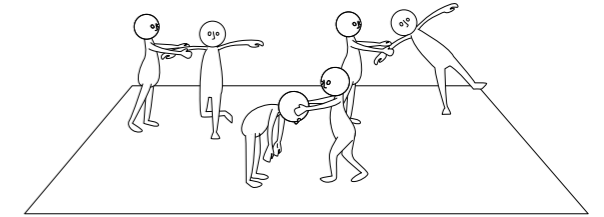
Time: 10 min

**What you need/accompaniment:** No equipment**How to play**

Do you know what happens to water when it gets very cold? It turns to ice! In some parts of the world, people make beautiful sculptures out of ice. In this activity, you will become an ice sculpture, and your partner will be the sculptor.

**Instructions:**

1. Pair up with another learner.
2. Decide which learner is 'the sculptor' and the other 'the ice sculpture'.
3. 'Sculptor, use your imagination to sculpt your partner into an ice sculpture of your choice.'
4. 'You can give your ice sculpture an emotion, such as sad, happy, bored or scared.'
5. When the sculptor is finished, the ice sculpture should freeze in the position and not move: 'Don't move, freeze!'
6. Now, all the sculptors can take a walk through the sculpture gallery and admire all the statues.
7. Switch roles and repeat the activity again.
8. Switch partners and repeat the activity again.

**Goal of the game**

To develop balance and coordination.

**What to watch for:** As a variation, instead of forming the ice sculpture, the sculptor can use their fingertips to touch and guide that body part into different positions. The sculptor can continue to touch and guide the body parts until they are formed as he/she likes it.

**Cool down: Imaginary things**

**Time:** 5 min

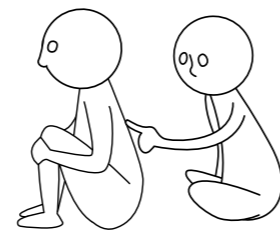
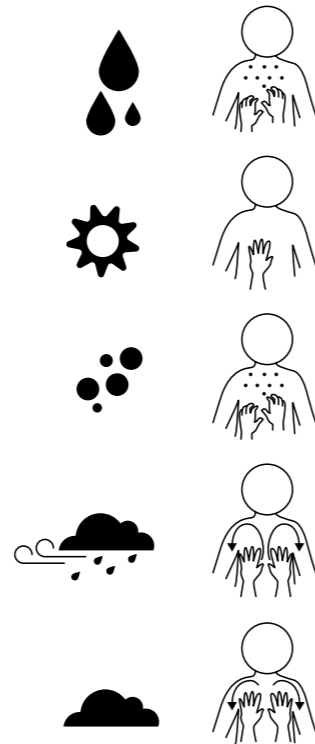
**What you need/accompaniment:** No equipment

**How to conduct**

In this cooling down activity, learners will be grouped in pairs and will take turns to massage each other's back according to different weather forecast instructions. Let's get started!

Instructions:

1. Divide learners into groups of two.
2. One learner sits in front of the other, while the other child follows the instructions.
3. 'Massage your partner's back to match the weather forecast'.
  - Rain: Drum the fingertips lightly on the back.
  - Sun: Place the palms on the back.
  - Hail: The fingertips drum more strongly on the back.
  - Storm: Wipe the back strongly with hands.
  - Clouds: Gently wipe the back from top to bottom with hands.
4. Ask the learners if they have other weather forecast actions or ideas to add.
5. Allow the learners to switch roles, so that they can both give and receive a massage.



**Goal of the game**

To cool down.

**What to watch for:** Once one partner is done, switch to the other partner.



**30**

**PLANTS: Storytelling and games**

Term 3 | Lesson 30 | Time: 30 min

**Equipment**

- Sing or play music on any musical instrument or electronic device. For example, a cell phone.

**Introduction: Introductory song**

**Time:** 5 min

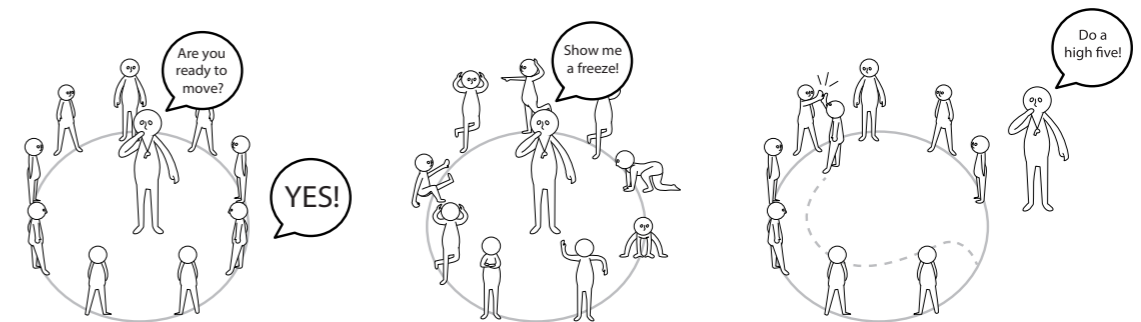
**What you need/accompaniment:** No equipment

**High spirits**

'High spirits' is a fun activity for learners to get moving and express themselves.

Here are steps to follow:

1. Have learners stand in a circle.
2. The teacher stands in the middle of the circle.
3. Ask the learners 'Are you ready to move?' and learners should answer 'Yes!'
4. Encourage the learners to say 'Yes' louder 3 times.
5. Then, say 'Moving to...' and have the learners answer with 'Music' 3 times. (Repeat this 3 times)
6. Instruct the learners to show you a freeze and ask them to show you another repeating this 3 times. For example, 'Show me a freeze.'
7. Next, ask the learners to 'Show me your happy dance.'
8. Lastly, have them to do a 'High-five' circle, where one learner begins by giving high-fives and the others follow until everyone has gone around the circle. Start: 'Let's do a 'High-five' Circle.'



**Goal of the game**

This activity should resemble a call-and-response team huddle. For example, this is when a team gathers in a huddle before a game and the coach calls out 'Are you ready to win?' and the team responds together with a loud 'Yes!'

**What to watch for:** Give the learners some time to practice this form. Play or sing any song of your choice.

### Main part 1: A day in the forest

Time: 5 min

**What you need/accompaniment:** No equipment

#### How to play

In this activity you will tell a story to your learners and have them act out each instruction.

The story goes like this:

- 'You are strolling in the forest collecting berries.'
- 'Suddenly, a branch falls down and blocks your path.'
- 'You stop and move the branch out of your way.'
- 'Another bigger branch falls down, and it is too heavy to move it, so you have to jump over it!'
- 'Walking further, you see delicious papayas hanging from a tree.'
- 'Climb up the tree and reach for the fruit.'
- 'You ate too much papayas and now you feel sick and dizzy. Show me how you move when you feel sick and dizzy.'
- 'Climb down the tree again, a snake pops up and scares you.'
- 'Make a scared freeze and don't move!'
- 'But, you can relax because it is only a tree root that looks like a snake!'
- 'You are relieved, so show me your happy dance.'
- 'Suddenly, you see a funny looking plant. Show me how that plant is looking with a freeze!'

#### Goal of the game

To develop the learners imagination.

**What to watch for:** As a variation, a forest or jungle type song can be played in the background.

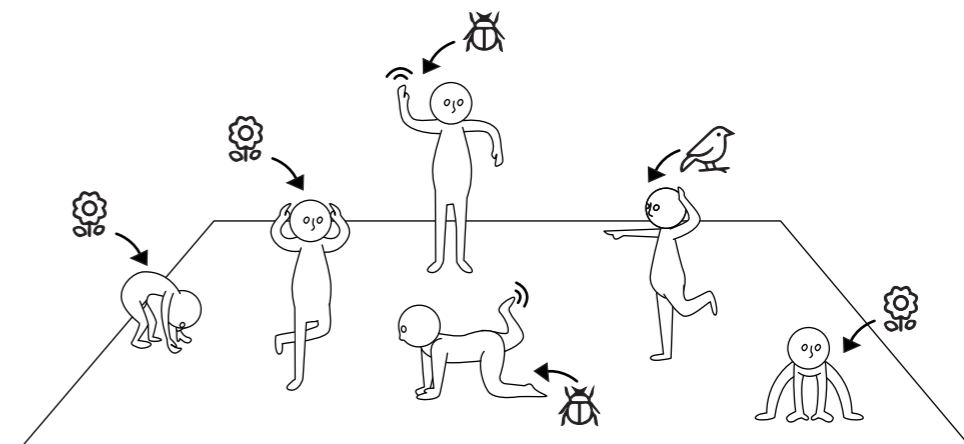
### Main part 2: Jungle, insects and birds

Time: 15 min

**What you need/accompaniment:** No equipment

#### How to play

1. Choose one or two learners to be the birds who like eating insects. These learners will wait outside of the room or away from the group.
2. The other learners will spread across the room and freeze in a pose like a plant, rock or tree. These learners are the jungle and it is important that they do not move.
3. Choose some learners to be the insects. They will try to blend in with the jungle to avoid the birds who want to eat them and freeze. But they should move just a little, such as wiggling a finger or shifting their weight.
4. When everybody is in position, the birds can enter the room or play area and try to find the insects among the plants.



#### Goal of the game

To develop non-locomotor skills.

**What to watch for:** When the birds have found all the insects you can repeat the game and choose new learners who will be the birds, insects and jungle.

**Cool down: Imaginary things**

**Time:** 5 min

**What you need/accompaniment:** Music played on any musical device or the drums.

**How to conduct**

Use 'Imaginary things' to relax the children after all the busy activities. Here is how to play:

1. To start, ask learners to imagine they're in the forest and see berries hanging from a bush.
  - 'Imagine you are in the forest again.'
  - 'You see berries hanging from a bush.'
  - 'Eat some of the berries.'
  - 'They are magical berries! They make you grow.'
  - 'Grow bigger and bigger and bigger.'
  - 'Grow so big that you feel very heavy and stiff, so stiff that you cannot move your body.'
  - 'Suddenly, it starts to rain.'
  - 'Feel the rain on your body.'
  - 'You start to shrink again. Slowly. Bit by bit.'
  - 'First your toes, then your feet feel lighter and smaller.'
  - 'Then your legs, hips, stomach, until you become normal again.'
  - 'Your chest relaxes and your arms feel warm and movable.'
  - 'Now even your face that was very puffy, starts to move the muscles again into a smile.'
2. Encourage the learners to use their imagination and really get into the story.
3. End the activity by saying or singing this sentence: 'Moving lesson is done for today, see you later and have a great day!'

**Goal of the game**

To cool down.

**What to watch for:** A soft song can be played in the background to help with relaxation.



**31**

**PLANTS: Storytelling and games**

Term 3 | Lesson 31 | Time: 30 min

**Equipment**

- Sing or play music on any musical instrument or electronic device. For example, a cell phone.

**Introduction: Introductory song**

**Time:** 5 min

**What you need/accompaniment:** No equipment

**High spirits**

'High spirits' is a fun activity to get moving and express themselves.

Here are the steps to follow:

1. Have the learners stand in a circle.
2. The teacher stands in the middle of the circle.
3. Ask the children 'Are you ready to move?' and they should answer 'Yes!'
4. Encourage them to say 'Yes' louder 3 times.
5. Then, say 'Moving to...' and have them answer with 'Music' 3 times. (Repeat this 3 times)
6. Instruct the learners to show you a freeze and ask them to show you another repeating this 3 times. For example, 'Show me a freeze.'
7. Next, ask the children to 'Show me your happy dance.'
8. Lastly, have them to do a 'High-five' circle, where one learner begins by giving high-fives and the others follow until everyone has gone around the circle. Start: 'Let's do a 'High-five' Circle.'



**Goal of the game**

This activity should resemble a call-and-response team huddle. For example, this is when a team gathers in a huddle before a game and the coach calls out 'Are you ready to win?' and the team responds together with a loud 'Yes!'

**What to watch for:** Give the learners some time to practice this form. Play or sing any song of your choice.

**Main part 1: In the jungle between your friends****Time:** 5 min

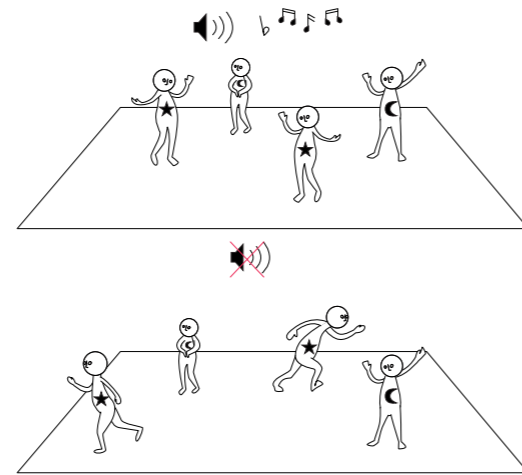
**What you need/accompaniment:** Play music on any musical device or drums and bibs (to distinguish one player from another).

**How to play**

In this activity the learners will explore their imagination and creativity as they move through the jungle with their friends.

Instructions:

1. Divide your class into 2 groups: 'The stars' and 'The moon'.
2. Tell the learners to 'Move around like you are exploring the jungle!'
3. When the music or drums stop, all the learners should freeze and stand like statues. 'Freeze like a statue - do not move!'
4. The 'Moon' group should stay frozen, while 'The stars' group moves around them without touching them.
5. When the music or drums start again, tell 'The stars' group to jump over logs. When it stops, everyone must 'Freeze!'
6. Next, tell 'The moon' group to move while 'The stars' group freezes.
7. When the music or drums start again, tell 'The moon' to jump over logs!
8. Keep switching the instructions between 'The stars' and 'The moon' groups.
9. Play music/drums: 'Duck under branches.' Stop music/drums: 'Freeze!'
10. Play music/drums: 'High knees through hot sand.' Stop music/drums: 'Freeze!'
11. Play music/drums: 'Run away from the tiger.' Stop music/drums: 'Freeze!'
12. Play music/drums: 'Tip toe quietly so that you don't wake anybody up.' Stop the music/drums: 'Freeze!'
13. Play music/drums: 'Talk to the monkeys (ooh, ooh, aah, aah).' Stop the music/drums: 'Freeze!'
14. Play music/drums: 'Swing through the jungle like Tarzan.' Stop the music/drums: 'Freeze!'

**Main part 1 continued: In the jungle between your friends****Goal of the game**

To listen with concentration.

**What to watch for:** In order for groups to not get confused who should move, let each team wear a different colour bib.

**Main part 3: Body percussion circle****Time:** 10 min

**What you need/accompaniment:** No equipment

**How to play**

This is a fun and engaging activity that requires no equipment. The teacher asks the learners to form a circle and use their bodies to create different sounds and movements.

Here is how to instruct learners:

1. 'Make a circle.'
  - a. 'Clap your hands 1, 2, 3.'
  - b. 'Slap your thighs or legs 1, 2, 3.'
  - c. 'Stamp your feet, 1, 2, 3.'
  - d. 'Whistle, 1, 2, 3.' (If a learner cannot whistle, ask them to make a sound that resembles a whistle instead).
2. Allow each learner to suggest his/her own way of making sounds and movements for 1, 2 and 3.
3. Instruct the rest of the learners to copy each suggestion.

Continue the game by allowing each learner to suggest their own sounds and movements.

**Goal of the game**

To copy your friend.

**What to watch for:** Ensure that each learner gets a chance to suggest a movement or sound.

**Cool down: Growing flowers**

Time: 10 min

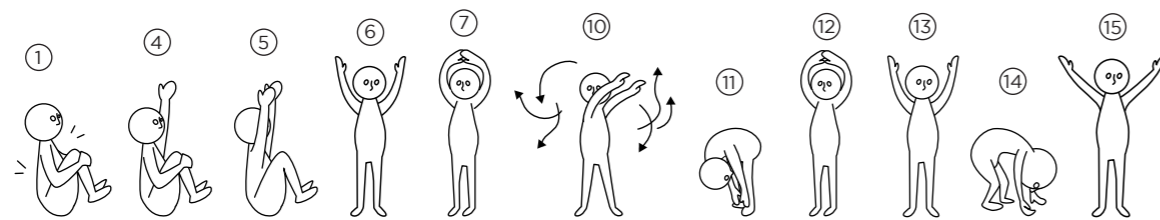
**What you need/accompaniment:** Music played on any musical device or the drums.

**How to conduct**

'Have you seen any flowers today? What colour was the flower? Do you know where flowers come from? Flowers come from a small seed buried in the ground. When it rains, the seeds drink the water and grow into a beautiful flower.'

Instructions for the activity:

1. 'Let us pretend we are going to grow like a flower. First we must be the seed and curl up into a little ball like a seed.'
2. 'Imagine it is raining and you feel the water on your body. Tip tap, tip tap, tip tap! Pretend to be a little seed drinking water.'
3. 'Wow! You are drinking so much water. Slowly, you are starting to grow bigger.'
4. 'Look! I see a green stem that is breaking through the seed! Quickly raise your arm grow up to the sky.'
5. 'There is another stem! Quickly, raise your other arm up to the sky.'
6. 'The plant is growing! Rise up slowly and reach out with arms like they are sprouting.'
7. 'I see a flower bud! Make a circle with your arms above your head like a bud.'
8. 'The flower is opening slowly. Open your arms wide like the flower is feeling the sun.'
9. Now, try different plant actions like swaying in the wind or pretending to be thirsty and droopy like a hanging flower.
10. 'The wind is blowing! Sway and wave your arms in the wind.'
11. 'The plant is thirsty! Look thirsty; make a droopy, sad hanging flower.'
12. 'Nighttime comes: close arms like petals closing.'
13. 'The sun comes out: stretch arms upwards and open them.'
14. 'Winter comes: Crumble to the ground like a plant that has died.'
15. 'The sun comes out again: Rise up slowly and reach out with your arms up and open them like a plant that has come back to life.'



**Goal of the game**

To cool down.

**What to watch for:** A soft song can be played in the background as variation.



**32 PLANTS: Storytelling and body percussions**  
Term 2 | Lesson 32 | Time: 30 min

**Equipment**

- Sing or play music on any musical instrument or electronic device. For example, a cell phone.

**Introduction: Introductory song**

Time: 5 min

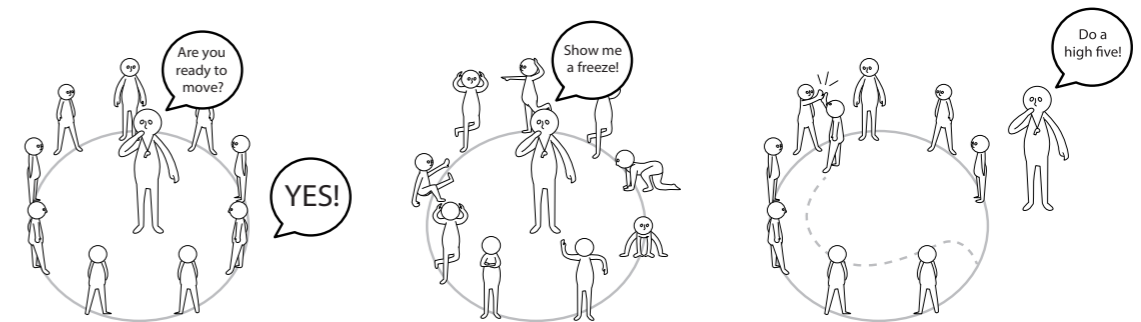
**What you need/accompaniment:** No equipment

**High spirits**

'High spirits' is a fun activity for the learners to get moving and express themselves.

Here are the steps to follow:

1. Have the children stand in a circle.
2. The teacher stands in the middle of the circle.
3. Ask the learners 'Are you ready to move?' and they should answer 'Yes!'
4. Encourage them to say 'Yes' louder 3 times.
5. Then, say 'Moving to...' and have the learners answer with 'Music' 3 times. (Repeat this 3 times)
6. Instruct the children to show you a freeze and ask them to show you another one repeating this 3 times. For example, 'Show me a freeze.'
7. Next, ask the children to 'Show me your happy dance.'
8. Lastly, have them to do a 'High-five' circle, where one learner begins by giving high-fives and the others follow until everyone has gone around the circle. Start: 'Let's do a 'High-five' Circle.'



**Goal of the game**

This activity should resemble a call-and-response team huddle. For example, this is when a team gathers in a huddle before a game and the coach calls out 'Are you ready to win?' and the team responds together with a loud 'Yes!'

**What to watch for:** Give the learners some time to practice this form. Play or sing any song of your choice.

**Main part 1: Jungle, insects and birds**

**Time:** 15 min

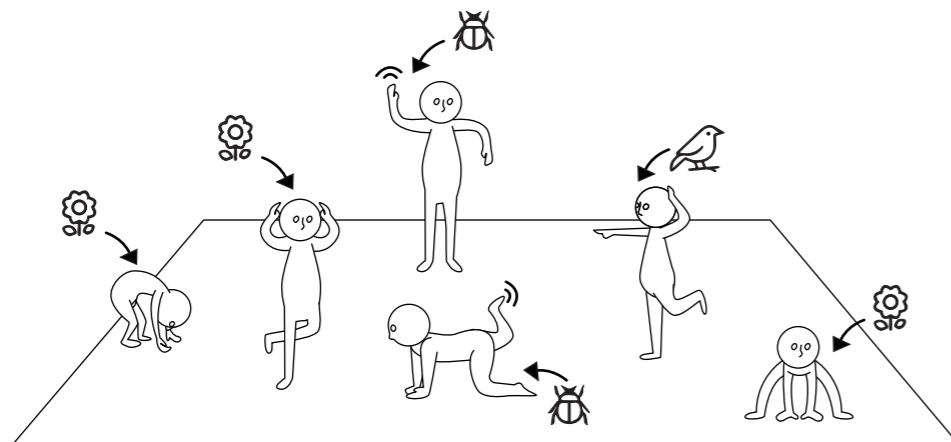
**What you need/accompaniment:** No equipment.

**How to play**

In this activity learners will explore good communication.

Here's how:

1. Choose one or two learners to be the birds who like eating insects. These learners will wait outside of the room or away from the group.
2. The other learners will spread across the room and freeze in a pose like a plant, rock or tree. These learners are the jungle and it is important that they do not move.
3. Choose some learners to be the insects. They will try to blend in with the jungle to avoid the birds who want to eat them and freeze. But they should move just a little, such as wiggling a finger or shifting their weight.
4. When everybody is in position, the birds can enter the room or play area and try to find the insects among the plants.



**Goal of the game**

To develop non-locomotor skills.

**What to watch for:** When the birds have found all the insects you can repeat the game and choose new learners who will be the birds, the insects and jungle.

**Cool down: Growing flowers**

**Time:** 10 min

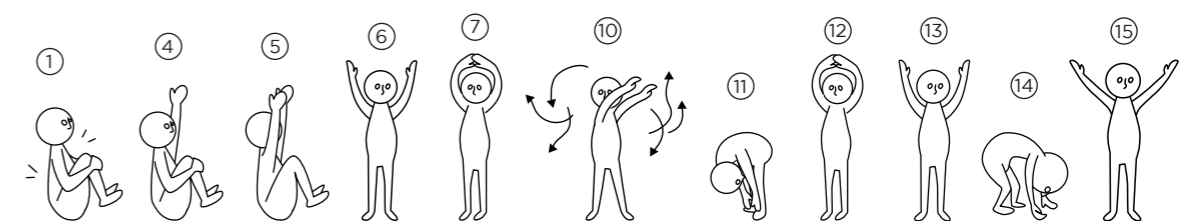
**What you need/accompaniment:** Music played on any musical device or the drums.

**How to conduct**

'Have you seen any flowers today? What colour was the flower? Do you know where flowers come from? Flowers come from a small seed buried in the ground. When it rains, the seeds drink the water and grow into a beautiful flower.'

Instructions for the activity:

1. 'Let us pretend we are going to grow like a flower. First we must be the seed and curl up into a little ball like a seed.'
2. 'Imagine it is raining and you feel the water on your body. Tip tap, tip tap, tip tap! Pretend to be a little seed drinking water.'
3. 'Wow! You are drinking so much water. Slowly, you are starting to grow bigger.'
4. 'Look! I see a green stem that is breaking through the seed! Quickly raise your arm grow up to the sky.'
5. 'There is another stem! Quickly, raise your other arm up to the sky.'
6. 'The plant is growing! Rise up slowly and reach out with arms like they are sprouting.'
7. 'I see a flower bud! Make a circle with your arms above your head like a bud.'
8. 'The flower is opening slowly. Open your arms wide like the flower is feeling the sun.'
9. Now, try different plant actions like swaying in the wind or pretending to be thirsty and droopy like a hanging flower.
10. 'The wind is blowing! Sway and wave your arms in the wind.'
11. 'The plant is thirsty! Look thirsty; make a droopy, sad hanging flower.'
12. 'Nighttime comes: close arms like petals closing.'
13. 'The sun comes out: stretch arms upwards and open them.'
14. 'Winter comes: Crumble to the ground like a plant that has died.'
15. 'The sun comes out again: Rise up slowly and reach out with your arms up and open them like a plant that has come back to life.'



**Goal of the game**

To cool down.

**What to watch for:** A soft song can be played in the background as variation.



# The *KaziKidz* Teaching Material

## Health, Hygiene And Nutrition



### 4.3 Health, Hygiene And Nutrition

## Instructions For Health, Hygiene And Nutrition

While neglected tropical diseases (NTDs) do not feature prominently in the burden of disease statistics of Namibia, some NTDs are common in disadvantaged populations, especially in children growing up in poor neighbourhoods. Chronic helminth infections (worms) not only cause morbidity, but also negatively affect the cognitive and physical development and school performance of children. By addressing these conditions through education about appropriate health and hygiene behaviors for your school child, both you and the school child are at a reduced risk for infectious communicable diseases.

Inadequate intake of nutritional foods may adversely affect the health and well-being of pre-primary schoolchildren from disadvantaged areas. The limited dietary diversity is further influenced by the lack of nutritional options offered at the tuckshops and food vendors at the schools.

The general well-being of pre-primary schoolchildren from poor neighbourhoods may also be affected by lack of nutritional value, since they usually eat food served by tuck shops and vendors during school hours. In order to address this issue, the nutritional education lessons should bring dietetics closer to the learners in a playful way. Furthermore, it aims to encourage sustainable healthy eating habits throughout their life. *Kazi* and lesson plans in green will guide you through the Health, Hygiene and Nutrition teaching materials.

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

**All lessons and even more materials are available on [www.kazibantu.org](http://www.kazibantu.org)**

## Lesson-Tracker

Health, Hygiene And Nutrition



This overview table facilitates the tracking of the lessons.

Component	Term	Lesson Number	Theme	Lesson Content	Date
Health, Hygiene and Nutrition	Term 1	Lesson 1	Hygiene	Germs vs. Super V	
		Lesson 2	Hygiene	Let us wash our hands	
	Term 2	Lesson 3	Hygiene	Healthy lifestyle	
		Lesson 4	Nutrition	What is nutrition?	
	Term 3	Lesson 5	Nutrition	Healthy and unhealthy food	
		Lesson 6	Nutrition	Where does our food come from?	



1

**HYGIENE: Germs vs. Super V**

Term 1 | Lesson 1 | Time: 30 min

**Equipment**

- Kazi poster

**Learning Objectives:**

Understanding what germs are and how they enter our body, knowing how to protect ourselves against germs and learning to do the Super V.

**Introduction: What are germs?**

Time: 15 min

**What you need/accompaniment:** Kazi poster Part 1

**Group discussion**

Ask the learners if they know about 'germs'.

Germs are very tiny invaders that can make our bodies sick. Actually, they are so small that we cannot see them without a special tool called a microscope. Germs are tiny organisms, or living things, that can cause different sickness and disease. Germs are so tiny that they can sneak into our bodies without us knowing, so it is important to learn about them and how to keep them away.

**Refer to annex 20**

**What to watch for:** Make sure that all learners can clearly see the Kazi poster.

**Main part 1: Do not get infected by the virus game**

Time: 10 min

**What you need/accompaniment:** No equipment

**How to play**

In this game one learner is chosen to be the 'virus'. The virus closes his/her eyes and walks around the playing area trying to touch (or 'infect') the other players. If a learner is touched by the virus, he/she becomes a virus too and try to infect the other players. The game continues until only one learner is left who hasn't been touched by anyone ('infected') - and that player is the winner!

**What to watch for:** If your classroom is overcrowded rather go outside to do the activity.

**Main part 2: About germs**

Time: 5 min

**What you need/accompaniment:** Kazi poster Part 2

**How to discuss**

In this discussion the learners will learn how to prevent different germs from entering our body and how to stop them.

Instructions:

1. Explain that germs can make us sick and can enter our body through the mouth, nose, breaks in the skin, and eyes.
2. Ask learners to suggest ways we can prevent germs entering our bodies, such as
  - Using tissues to wipe and blow your nose
  - Staying home from school when we are sick
  - Keeping hands out of the mouth, and
  - Washing our hands.

**Refer to annex 20**

**What to watch for:** Demonstrate each hygiene activity for the learners.

**Main part 3: Super V**

Time: 5 min

**What you need/accompaniment:** *Kazi* poster Part 3**How to behave**

Teaching the learners about coughing and sneezing etiquette doesn't need to be boring. Let's teach them the 'Super V' technique, which is a fun way for them to remember to cover their coughs and sneezes. Explain to the learners if they need to cough or sneeze and don't have a tissue, they should use their arm instead.

How to do the 'Super V':

1. Form your arm in shape of a V
2. Sneeze into your elbow
3. Say 'Super V' after sneezing.

Let the children try it while sneezing or coughing on purpose. Have the learners practice the 'Super V' by pretending to cough or sneeze into their elbow. Remind them that using the 'Super V' helps prevent the spread of germs and keeps everyone healthy.

Haaatschi...  
SUPER Viiii!

Refer to annex 20

**What to watch for:** Ensure that the learners are sneezing/coughing into their elbow.**Wrap up: Summary**

Time: 5 min

**What you need/accompaniment:** No equipment**Group discussion**

After teaching the learners about germs, coughing and sneezing etiquette, it is important to check their understanding of the topic. Ask them what they remember from this lesson and summarize how germs enter our body and how we can protect ourselves against them. Repeat the 'Super V' one more time.

**What to watch for:** Ensure that the learners are sneezing/coughing into their elbow. During the wrap-up it is important that they pay attention to what you and the other children are saying.

2

**HYGIENE: Let's wash our hands**

Term 1 | Lesson 2 | Time: 30 min

**Equipment**

- *Kazi's* hand washing poster 'Let us wash our hands!'

**Learning Objectives:**

Understand why, how and when to wash hands.

**Introduction**

Time: 15 min

**What you need/accompaniment:** No equipment**Group discussion**

1. Ask the learners if they remember what germs are?

Answer:

Germs are very tiny invaders that can make our bodies sick. Actually, they are so small that we cannot see them without a special tool called a microscope. Germs are tiny organisms, or living things, that can cause different sickness and diseases. Germs are so tiny that they can sneak into our bodies without us knowing, so it is important to learn about them and how to keep them away.

2. Ask the learners if they remember how to prevent germs from entering their body?
  - Using tissues to wipe and blow our nose
  - Staying home from school when we are sick
  - Keeping hands out of the mouth, and
  - Washing our hands.

Tell the learners that today's theme is how to wash our hands properly.

**What to watch for:** You can also show them the *Kazi* poster from last lesson.

**Main part 1: How to wash your hands properly**

**Time: 10 min**

**What you need/accompaniment:** Hand washing poster 'Let us wash our hands!'

**Demonstration**

Use the 'Let us wash our hands!' poster and go through the 8 steps that are shown.

Explanation:

1. Begin by demonstrating the hand position you want the learners to use and ask them to copy you. Ask them to put their hands out in front of them and then read through each step on the poster. Encourage the learners to practice the different rubbing motions as you go along repeating each step so that everyone can follow along.
2. Let's point to the picture at the bottom of the poster that reminds the learners the areas of the hand that need extra washing (the red areas). Demonstrate how to wash the red areas on your own hand, and encourage them to copy your movements.
3. Now demonstrate correct hand washing at any open sink (the school bathroom, kitchen or basin).
  - Use soap and paper towels.
  - After showing the learners how you wash your hands ask them to practice washing their hands using the same steps. As they wash their hands, move around the classroom to make sure they know how to wash their hands correctly.



Refer to annex 21

**What to watch for:** Ensure that each learner washes his/her hands according to the steps shown above and that each learner gets a chance to wash his/her hands.

**Main part 2: 'The hand washing song'**

**Time: 5 min**

**What you need/accompaniment:** Any musical device (or ask another teacher if they know the tune if you don't have internet).

**Lyrics**

The popular children's song 'This is the way we wash our hands' is often used to teach proper hand washing techniques. If you have a mobile phone with internet you can search the song.

The lyrics go like this:

'This is the way we wash our hands, wash our hands, wash our hands. This is the way we wash our hands, wash them every day. Palm and back and in between, in between, in between. Palm and back and in between, wash the dirt away.'

To start the song, ask the learners to sing 'The hand washing song' along with you as you demonstrate the hand washing motions in tie with the song. Repeat the song a few times, emphasizing the importance of washing all areas of the hands, including the palms, backs, and in between the fingers.

**What to watch for:** Ensure that all learners know the words before adding the movements.

**Main part 3: When to wash our hands****Time: 5 min****What you need/accompaniment:** Kazi hand washing poster 'Let us wash our hands!'**How to conduct**

Begin by explaining to the learners the importance of washing our hands. Let them know that while we have already talked about why and how to wash hands, today we are going to focus on when to wash our hands.

1. Ask the learners if they have any ideas about when we should wash our hands. Encourage them to share their thoughts and opinions, and listen carefully to what they have to say.
2. Next, show the learners examples on the poster, which include times such as:
  - After using the toilet
  - After sneezing or coughing
  - After playing with the pets
  - After sports or playing outside, and
  - Before eating.

**Refer to annex 21****What to watch for:** Encourage the learners to ask questions and share their own experiences/ examples of when to wash your hands before giving the list above.**Wrap up: When to wash our hands****Time: 5 min****What you need/accompaniment:** Kazi hand washing poster 'Let us wash our hands!'**How to conduct**

To wrap up the lesson on hand washing, let us review what we have learnt.

Ask the learners:

1. Why is it important to wash our hands?
2. How do we properly wash our hands?
3. When should we wash our hands?

Encourage the learners to share what they remember and clarify any misunderstandings or confusion they may have.

**What to watch for:** During the wrap-up it is important that the learners pay attention to what you and the other learners are saying.**3****HYGIENE: Healthy lifestyle**

Term 2 | Lesson 3 | Time: 30 min

**Equipment**

- Kazi's Good and Bad Habit cue cards
- Kazi's Healthy Habit Game

**Learning Objectives:**

To learn the meaning of a healthy lifestyle and name some good habits.

**Introduction****Time: 15 min****What you need/accompaniment:** No equipment**Group discussion**

Welcome the learners to the lesson on healthy lifestyles and good habits. As we begin, let's ask the learners what they think of when they hear the words 'healthy lifestyle'. Allow for some responses, and listen carefully to what the children have to say.

After hearing some of their ideas, let us remind them that they already learned some good habits like washing their hands and covering their mouths when coughing or sneezing by doing the 'Super V'.

**What to watch for:** Ensure that all learners are paying attention and listening to their fellow learners.

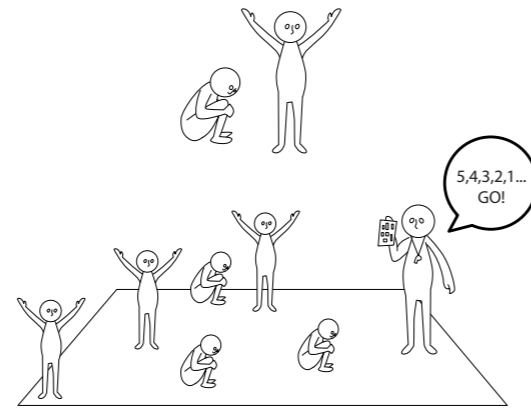
**Main part 1:** Find out the 'Healthy lifestyle habits'

Time: 10 min

**What you need/accompaniment:** Good and Bad Habit cue cards**How to play**

Ask the learners to spread out across the room, leaving enough space for everyone to move around freely.

1. Explain to them that you will be showing them cue cards with pictures of good and bad habits.
2. After each cue card is shown, give the children a few seconds to think about if it is a good or bad habit
3. Then, count from 5 to 1 and ask the learners to demonstrate their response to the habit by either standing tall (for good habits) or making a little ball on the floor (for bad habits).
4. Repeat the activity with each cue card.



Refer to annex 22

**Good Habits**

- Eating nutritious food to help us grow healthy and strong.
- Drinking clean water to stay hydrated.
- Getting enough sleep each night (8-9 hours).
- Cleaning and washing our bodies to stay clean and healthy.
- Washing our hands regularly to prevent the spread of germs.
- Exercising to stay fit and strong.
- Getting enough sunlight by being outside playing and having fun.
- Limiting screen time like too much television.
- Covering our mouths and noses when we cough or sneeze to prevent the spread of germs.
- Staying in bed and resting when we are sick to help our bodies heal.

**What to watch for:** To use the opposite of good habits for bad habits.**Main part 2:** Healthy Habit Game

Time: 10 min

**What you need/accompaniment:** 'Healthy Habit Game' worksheet and dice**How to play**

This is a fun and interactive game to learn about healthy habits and how to incorporate them into our daily lives.

To get started, make groups of 5 or 6 children and give each group a copy of the 'Healthy habit game' worksheet.

Next, explain the rules of the game:

- Each learner should choose a marker (the lid of a pen or a pencil crayon or pencil sharpener) and place it at START on their worksheet.
- The first learner will throw the dice and move his/her marker according to the number the dice landed on. Then it will be the next learner's turn to roll the dice and move the marker.
- Remind the learners that if they land on a GOOD HABIT on the worksheet, they should move their marker forward to where the arrow points.
- However, if they land on a BAD HABIT, the arrow will move them backwards.

Continue playing the game until one of the groups has reached the end of the worksheet.

Refer to annex 22

**What to watch for:** Ensure that the learners stick to the rules and either move forward or back when landing on a good or bad habit.

**Wrap up: Summary**

Time: 5 min

**What you need/accompaniment:** No equipment**Group discussion**

Now that we have finished the lesson, allow the learners to reflect and share what they remember from the lesson. Let them ask as many questions as they might have. If there is enough time also talk about the things they learned in the previous two lessons.

**What to watch for:** Ensure that all learners are paying attention to the feedback from the fellows and the teacher.

*Kazi says*  
**Choosing nutritious food is a healthy habit.**



4

**NUTRITION: What is nutrition?**

Term 2 | Lesson 4 | Time: 30 min

**Equipment**

- *Kazi's Food Cards*
- *Kazi's Group Cards*

**Learning Objectives:**

Understanding why it is important to eat different foods, naming the different foods, sorting foods into fruits and vegetables and distinguishing them from other foods.

**Introduction: Let's talk about food!**

Time: 10 min

**What you need/accompaniment:** No equipment**Group discussion**

Let's start the discussion by answering some questions about food. The learners should raise their hands if they would like to talk and wait for the person who is talking to finish.

Ask the children the following questions:

1. When do you normally eat food?  
Possible answers:
  - Two/three/four/five times a day
  - When I feel hungry
  - When my family eats together
  - At school.
2. Why is it important to eat?  
Possible answers:
  - We need food to have energy to play and learn
  - To keep us healthy
  - To grow
  - To become stronger.
3. What is your favourite food?
4. What food do you not like at all?
5. What do you drink during the day?

**What to watch for:** Make sure to give as many learners as possible the chance to talk.



**Main part 1: What food am I?****Time:** 15 min**What you need/accompaniment:** Food cards and Group cards**How to conduct**

For this fun game called 'What food am I?', all of the learners will sit in a circle. First, lay out the 'Group-cards' on the floor. Then, give each learner a 'Food card' but tell them not to show anyone until it is their turn.

To start the game, use your own 'Food card' and introduce yourself as that food. Let the learners know if you are a vegetable or a fruit or if you do not belong to any of these two groups (e.g. 'I am a Banana and I am a fruit'). Next, each learner will take a turn to introduce themselves as their food, and the other learners will try to guess what food they are and if they think they are a vegetable, fruit or something else. If a child does not know his/her food or to which group it belongs, everyone can help out.

**Refer to annex 23****What to watch for:** If the class is very big and you do not have enough cards for everyone, make two groups.**Wrap up: Summary****Time:** 5 min**What you need/accompaniment:** No equipment**Group discussion**

Now it is time to wrap up the lesson. Ask the learners to share what they remember from this lesson and why it is important to eat a variety of foods, including fruit and vegetables. Next, ask learners if they think that fruit and vegetables are tasty, and if so, which ones they like best. Encourage them to share their thoughts and opinions with the group.

**What to watch for:** During the wrap-up it is important that the learners pay attention to what you and the other children are saying. So they shouldn't play around with the cards or anything else.**5****NUTRITION: Healthy lifestyle**

Term 3 | Lesson 5 | Time: 30 min

**Equipment**

- Kazi's Snakes and Ladders
- 1 dice and Kazi's Group Cards

**Learning Objectives:**

Understand the difference between healthy and unhealthy food and why it is important to eat healthy food.

**Introduction: Let's talk about healthy and unhealthy food!****Time:** 5 min**What you need/accompaniment:** No equipment**Group discussion**

To start today's topic of healthy and unhealthy food, let's start with the a few questions to get us thinking:

Questions to ask:

1. Do you know the difference between healthy and unhealthy food?
  - You can explain it to the learners in a very simple way: It is important to understand that healthy food helps us to grow, develop strong bones, and energy to play learn, and work properly.
  - On the other hand, eating too much unhealthy food can cause harm to our body and make us feel unwell. Too much sugar for example can be very harmful to our teeth.
2. Can you give examples for healthy and unhealthy food?
  - If the learners are having difficulties thinking of examples, you can ask them about specific foods. For example, 'is an apple healthy or unhealthy?' Now, let's discuss our favourite healthy and unhealthy food. It is ok to enjoy treats once in a while, but it is important to make healthy choices most of the time.

**What to watch for:** Do not rush and give the learners enough time to think about the questions.

**Main part 1: Snakes and ladders****Time:** 20 min

**What you need/accompaniment:** Kazi Snakes and Ladders-poster, 1 dice (template) and 2-3 game pieces (magnets or removable notes).

**How to conduct**

Let's have some fun while learning about healthy eating habits with a game of 'Snakes and ladders!'

**Refer to annex 24**

Here's how to set up:

- First, hang up the 'Snakes and ladders-poster' so everyone can see it well. Then, prepare a dice and game pieces (you can use different magnets or write the names of the groups on removable notes). If you do not have a dice, you can make one easily with the provided template.
- Next, depending on the class size, divide the learners into 2 or 3 groups and give each group a food name (e.g. Team Pizza, Team Spaghetti and Team Sandwich).
- One child per group steps forward and rolls the dice, then tells everyone what number he/she rolled for the group.
- Move the group's playing pieces and count the spaces, inviting children to count with you.
- Make sure to tell the learners on which food-space the Team XY landed (e.g. Team Sandwich eats an apple).
- If a playing piece lands on an 'action-space', make sure the learners understand why they win or lose spaces (e.g. Team Spaghetti ate too much unhealthy chocolate cookies and has to go back to the 'melon-space').
- The first group to reach the finish line has eaten the most healthy foods!

**Goal of the game**

The learners will learn about the difference between healthy and unhealthy foods, and the importance of not eating too much unhealthy foods.

**What to watch for:** Make sure the learners take turns within the groups to roll the dice.

**Wrap up: Summary****Time:** 5 min

**What you need/accompaniment:** No equipment

**Group discussion**

In this discussion the learners will reflect on what they just learned about healthy eating and drinking. They will be asked to recall and then come up with reasons why it is important to eat and drink healthy foods.

**What to watch for:** During the wrap-up it is important that the learners pay attention to what you and the other children are saying. So make sure that there are as little distractions as possible.



*Kazi says*  
**Healthy food helps us grow.**



6

## NUTRITION: Where does our food come from?

Term 3 | Lesson 6 | Time: 30 min

### Equipment

- Kazi Food-supply-chain-poster
- 'Where does my food come from?' worksheet

### Learning Objectives:

The children realize that their food comes from plants and animals.

### Introduction: Let's talk about where our food comes from!

Time:  
5 min

**What you need/accompaniment:** No equipment

### Group discussion

Understanding where our food comes from is an essential part of learning about healthy eating. Before starting the new topic, it is important to ask the learners for reasons why we should eat healthy and collect some examples for healthy and unhealthy foods. Once that is done, you can introduce the new topic by asking the learners where they normally get their food from.

Some common sources of food include:

- Grocery stores, local markets, and homegrown or raised animals.

**What to watch for:** The children should listen to you and each other. If necessary, you can pass around an object, and only the child who is holding the object in his/her hands is allowed to speak.

### Main part 1: Food comes from plants and animals

Time: 10 min

**What you need/accompaniment:** Food-supply-chain-poster

### How to conduct

For this activity show learners the Food-supply-chain-poster about where food comes from. Ask them what they can see on the poster: Now, let's go through the poster with the learners, and always give an example for every station ie. 1, 2, 3, 4.

1. Look, this is a cow. The cow makes milk and the farmer milks the cow.
2. The farmer can sell the milk on a local market, to a big store, or to someone who makes something different out of the milk, for example cheese or yoghurt.
3. Then big lorries drive the yoghurt to a supermarket.
4. People can buy the yoghurt at the supermarket and enjoy it at home.

Explain to the learners that all of our food comes from plants or animals. For example, eggs come from the chicken, bread comes from wheat, and tomatoes grow on a plant.

### Refer to annex 25

**What to watch for:** The aim of the poster is not to understand the different stations of food supply, but to understand that food comes from plants and animals.

### Main part 2: What goes together?

Time: 10 min

**What you need/accompaniment:** Food-supply-chain-poster

### How to conduct

Hand out a copy of the worksheet 'What goes together' and explain to the learners how to follow along:

- For exercise 1, follow the line on the worksheet to find out where food comes from. For example, the line from the chicken leads to the egg, which means that eggs come from the chicken.
- For exercise 2, try to find two pictures that belong together and connect them with a line. For example, you might connect the picture of a cow with a picture of milk, because cows make milk.

**What to watch for:** If the second exercise is too difficult, do it together with the class by asking questions like: 'Yoghurt is made out of milk' and 'Where does the milk come from?'

**Wrap up: Summary**

**Time:** 5 min

**What you need/accompaniment:** Worksheets

**Group discussion**

Go through the solutions of the worksheet together and allow the learners to ask any questions they might have.

**Refer to annex 25**

**What to watch for:** Make sure that different learners can present their solutions.



*Kazi says*  
**Great work, everyone!**

# Annexes

*KaziKidz* Support Material



## Annex 1

[www.kazibantu.org/kazikidz/](http://www.kazibantu.org/kazikidz/)

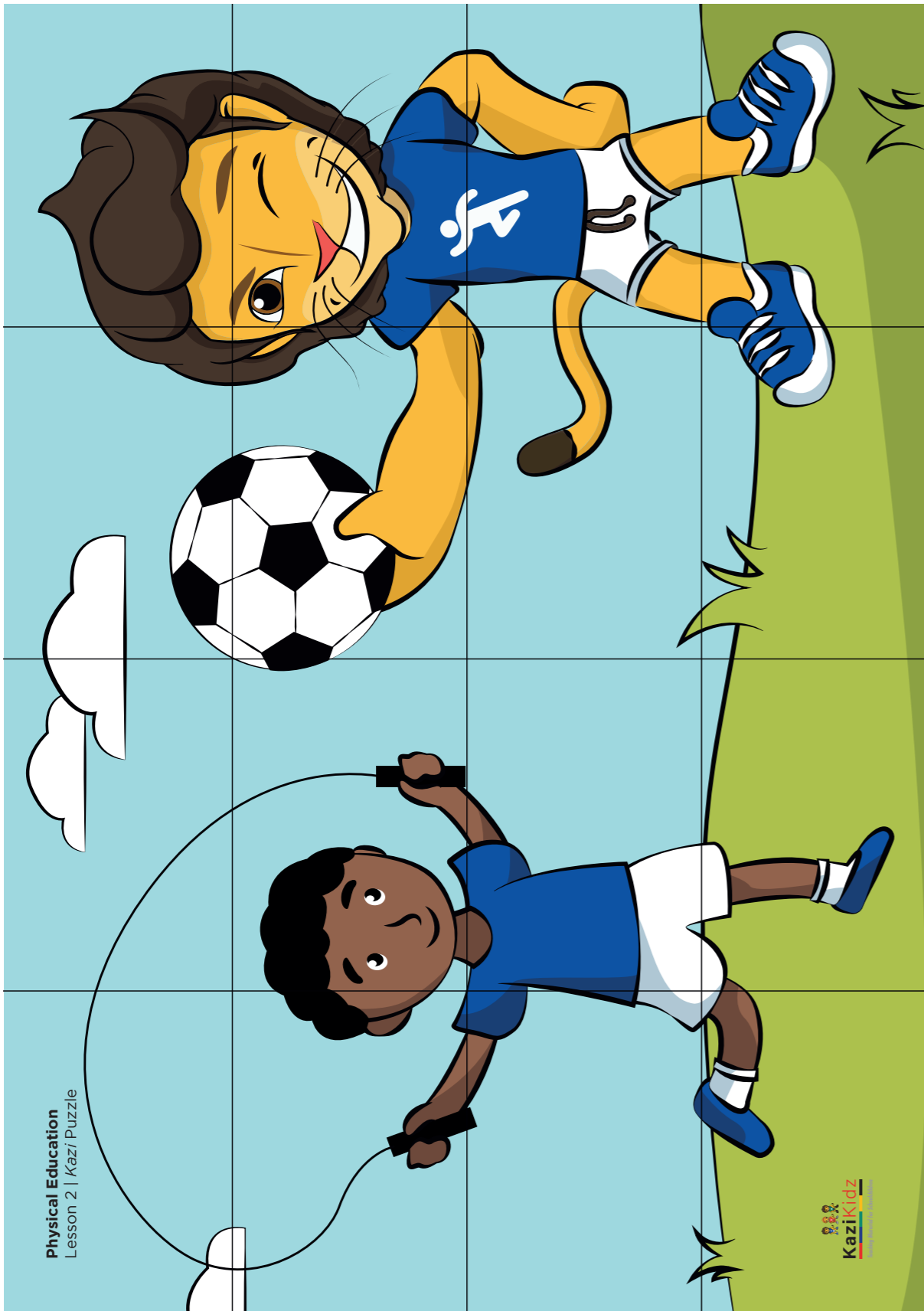


Physical Education  
Lesson 1 | Kazi Poster



# Annex 2

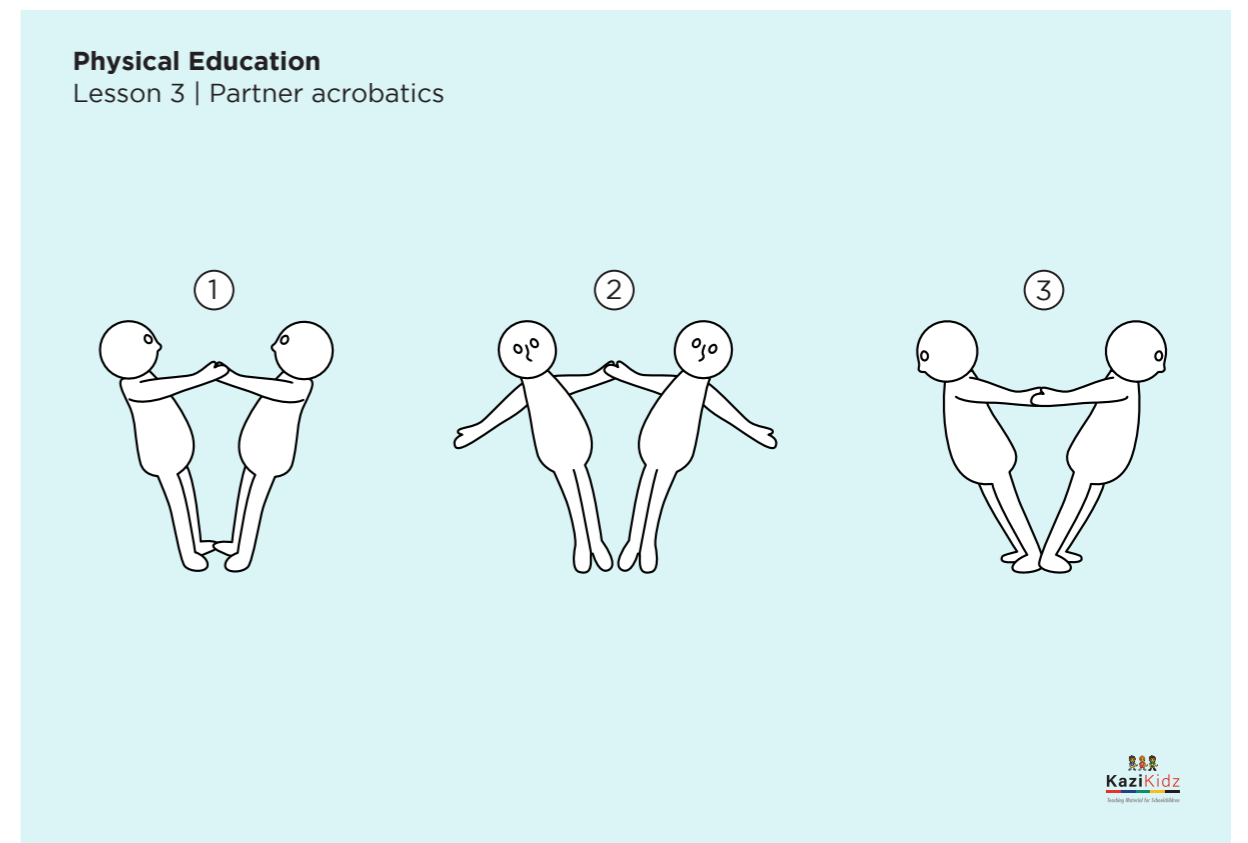
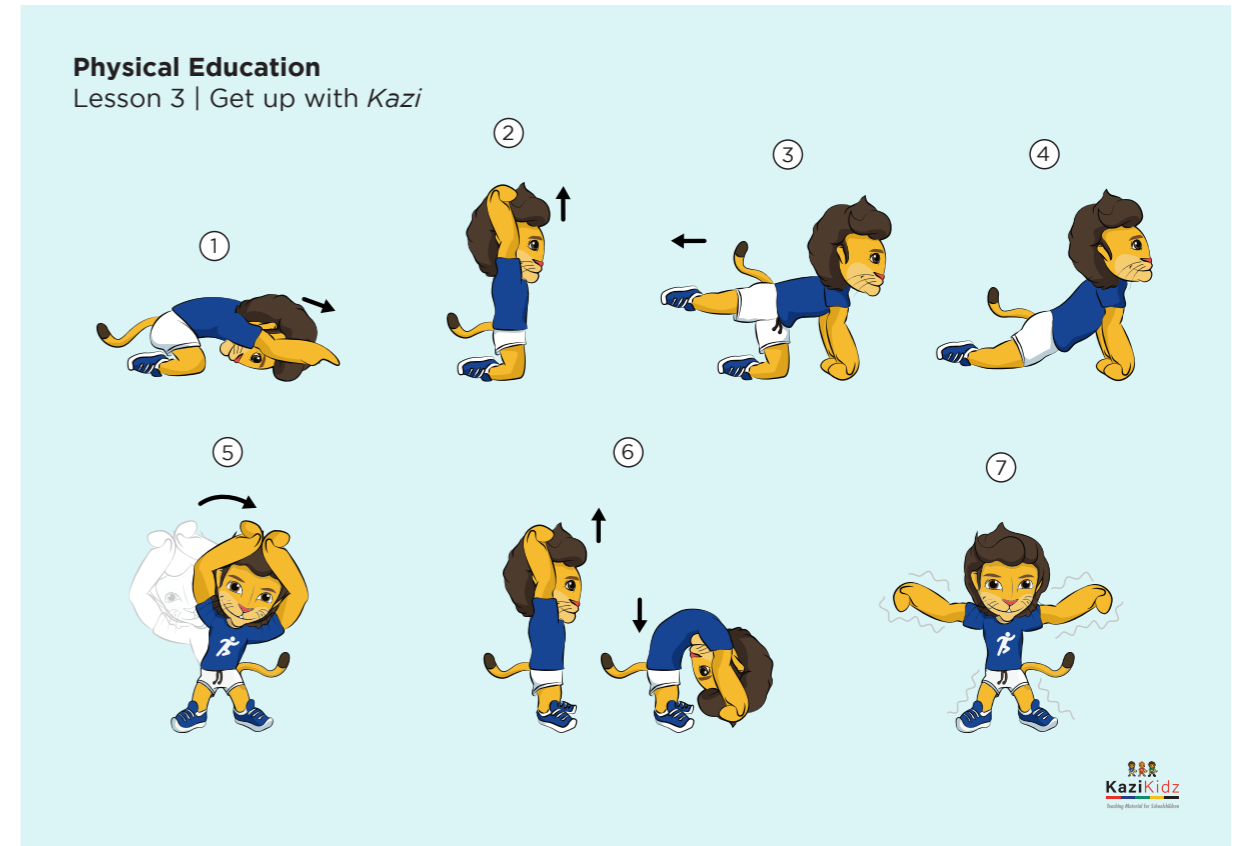
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Physical Education  
Lesson 2 | Kazi Puzzle

# Annex 3

[www.kazibantu.org/kazikidz/](http://www.kazibantu.org/kazikidz/)



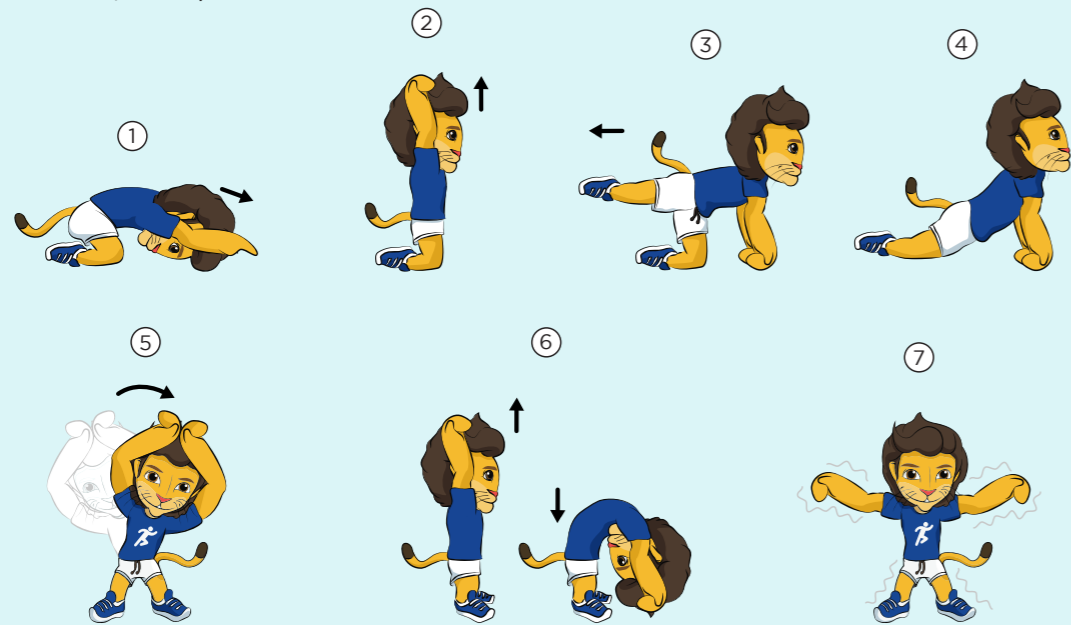
# Annex 4

[www.kazibantu.org/kazikidz/](http://www.kazibantu.org/kazikidz/)



## Physical Education

Lesson 6 | Get up with Kazi



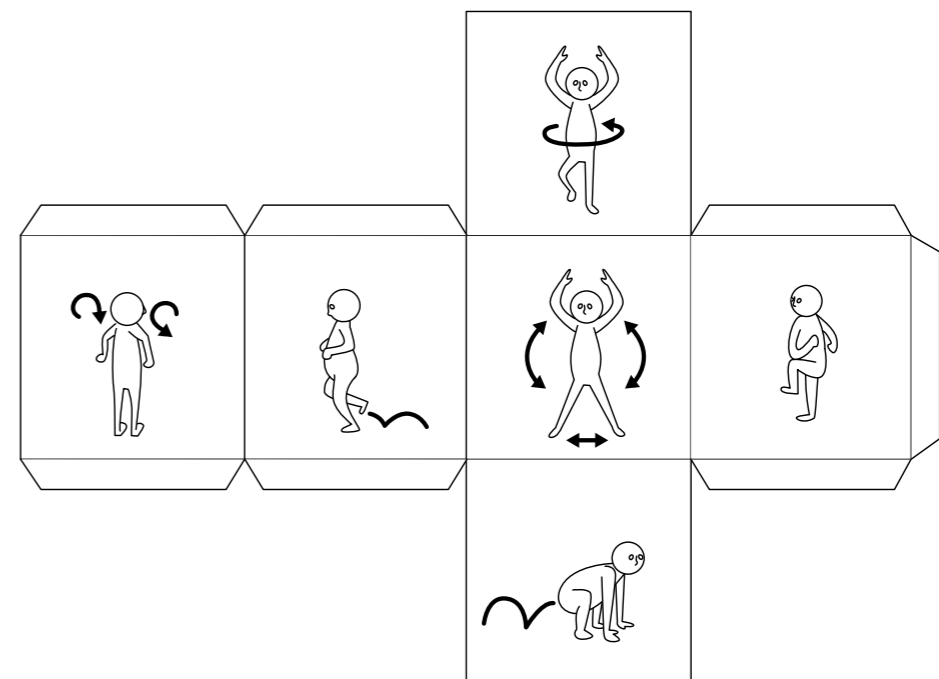
# Annex 5

[www.kazibantu.org/kazikidz/](http://www.kazibantu.org/kazikidz/)



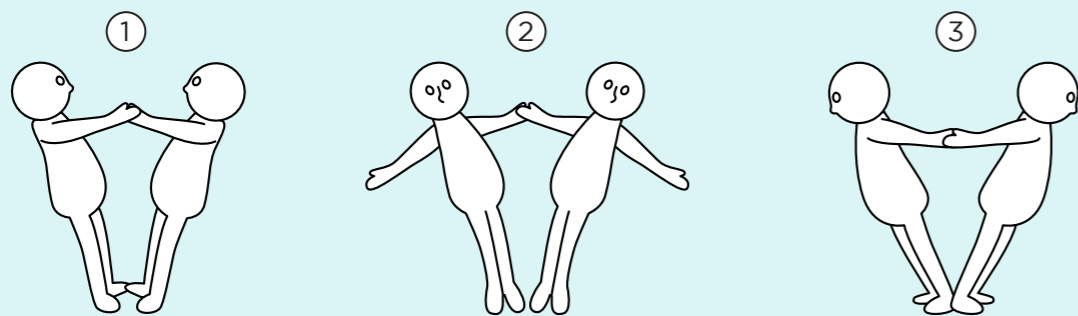
## Physical Education

Lesson 7 | Exercise dice template



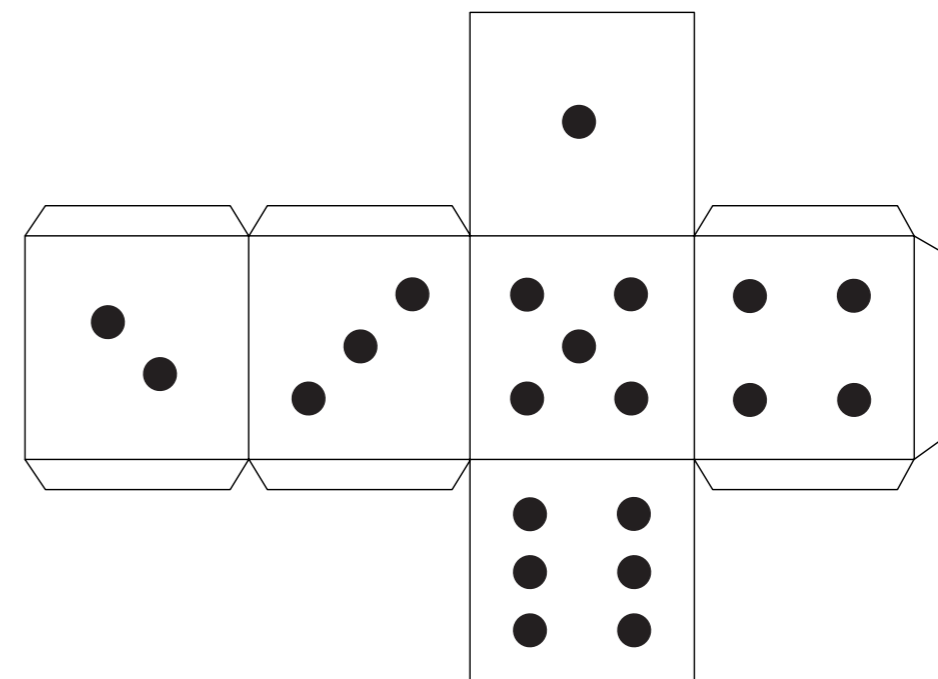
## Physical Education

Lesson 6 | Partner acrobatics



## Physical Education

Lesson 7 | Dice template



# Annex 6

[www.kazibantu.org/kazikidz/](http://www.kazibantu.org/kazikidz/)



## Physical Education Lesson 12 | Late for School story

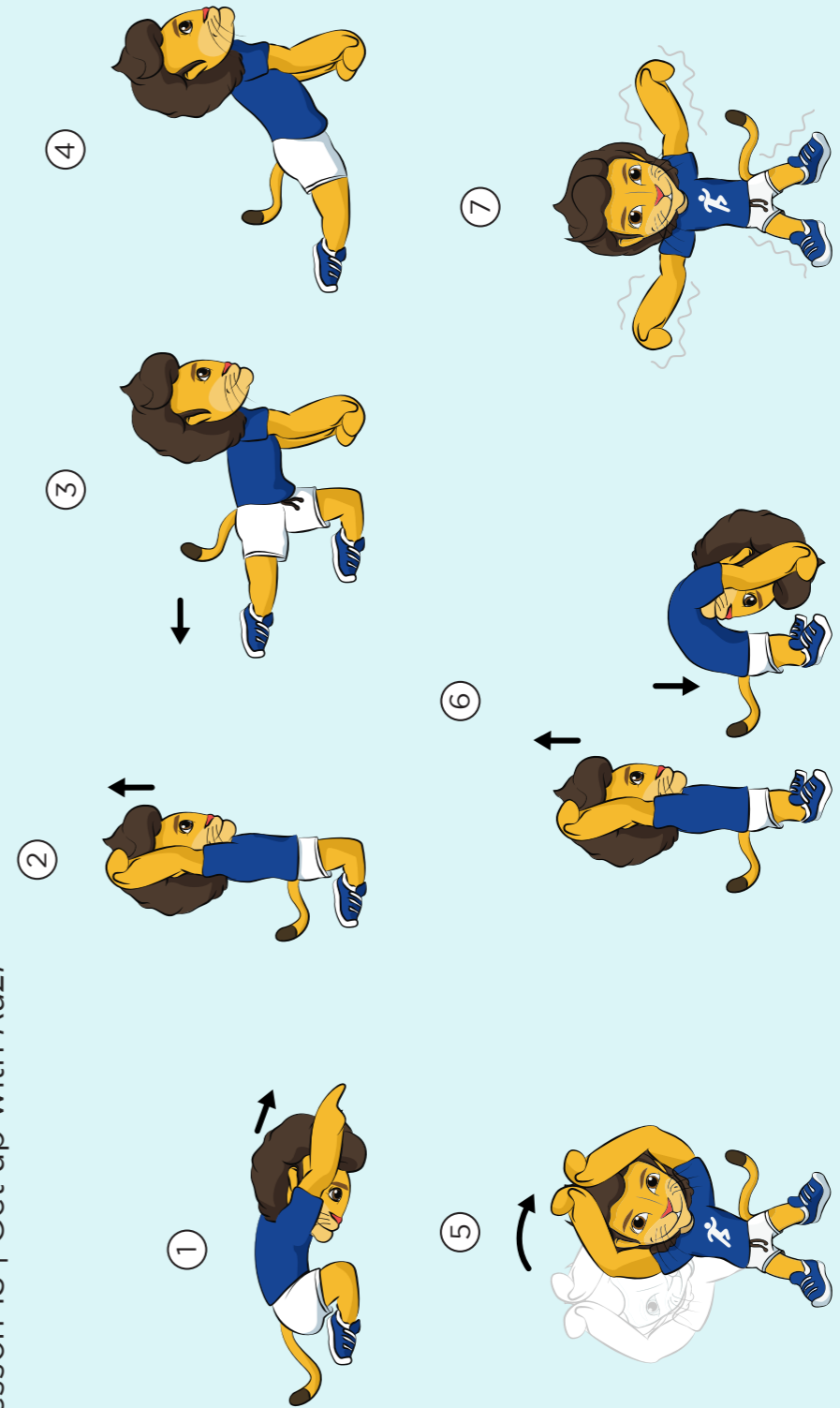


# Annex 7

[www.kazibantu.org/kazikidz/](http://www.kazibantu.org/kazikidz/)



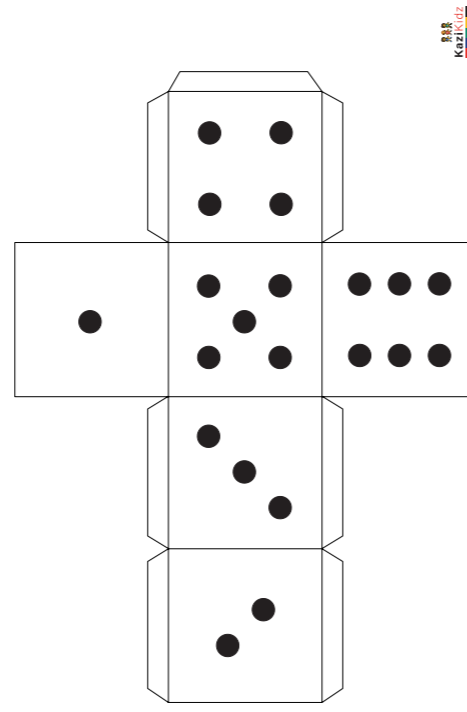
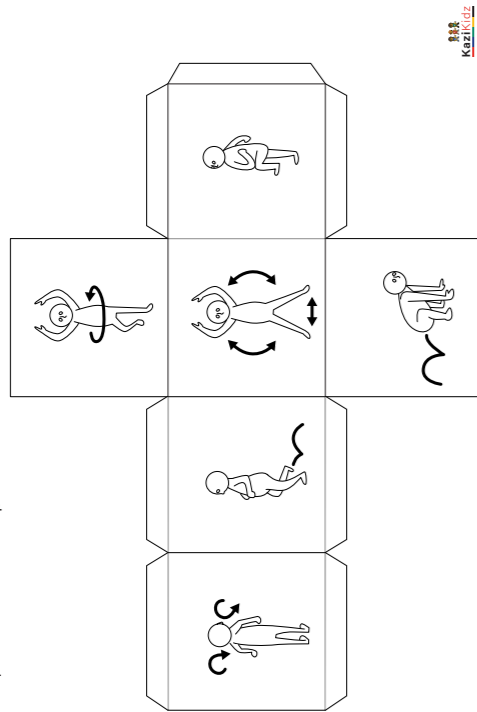
## Physical Education Lesson 13 | Get up with Kazi





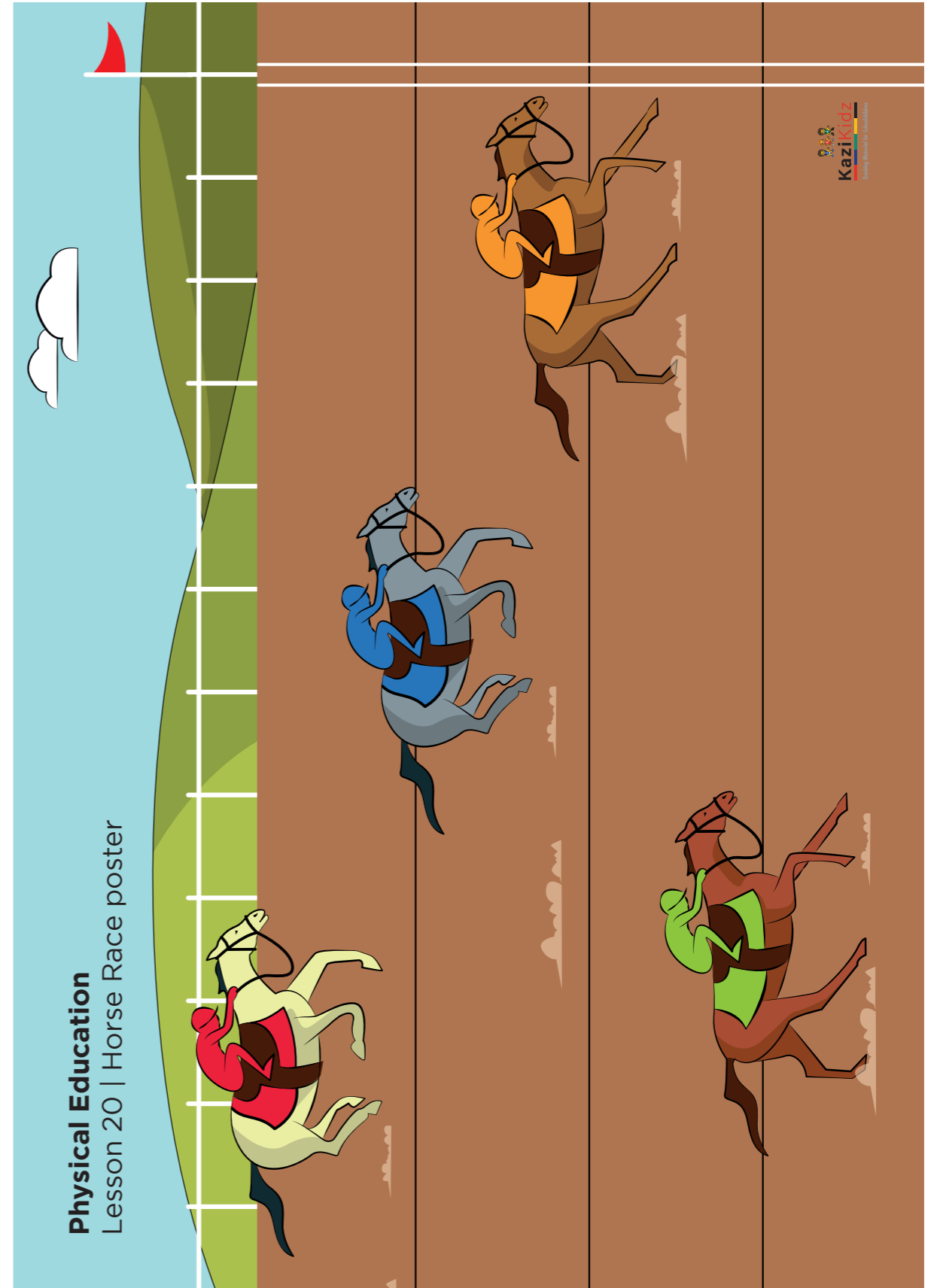
# Annex 8

[www.kazibantu.org/kazikidz/](http://www.kazibantu.org/kazikidz/)



# Annex 9

[www.kazibantu.org/kazikidz/](http://www.kazibantu.org/kazikidz/)



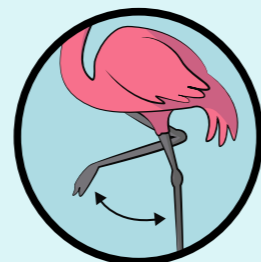
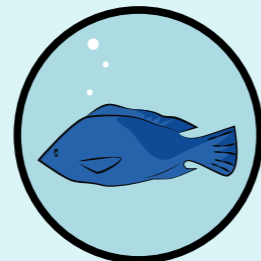
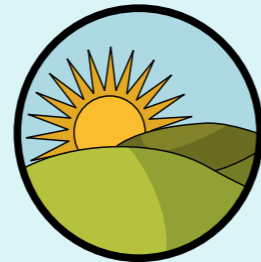
# Annex 10

[www.kazibantu.org/kazikidz/](http://www.kazibantu.org/kazikidz/)



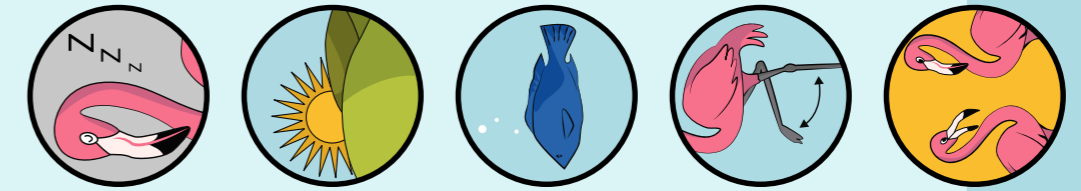
## Physical Education

Lesson 23 | A day in the life of a Flamingo

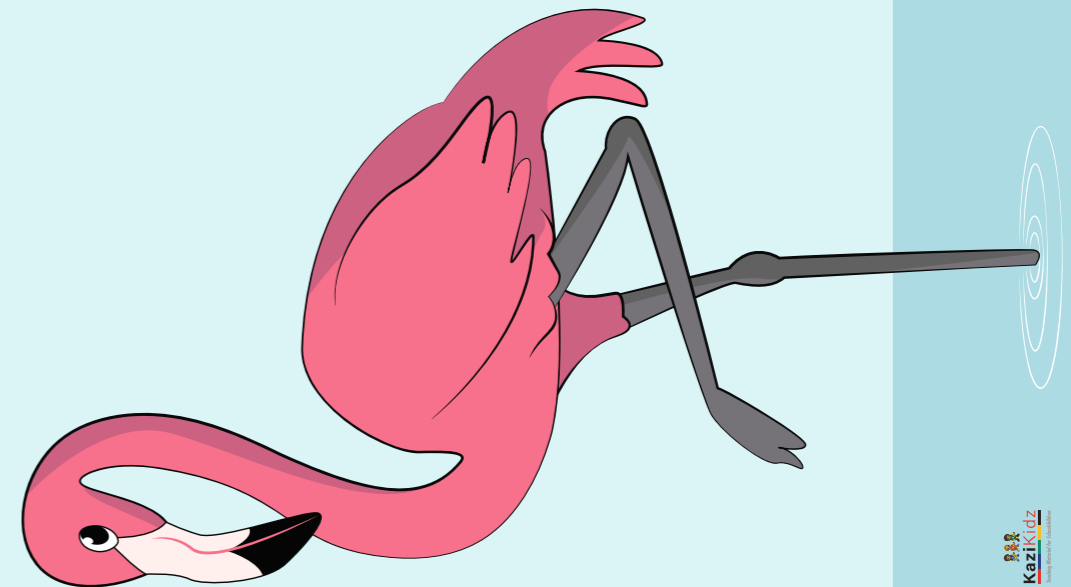


# Annex 11

[www.kazibantu.org/kazikidz/](http://www.kazibantu.org/kazikidz/)

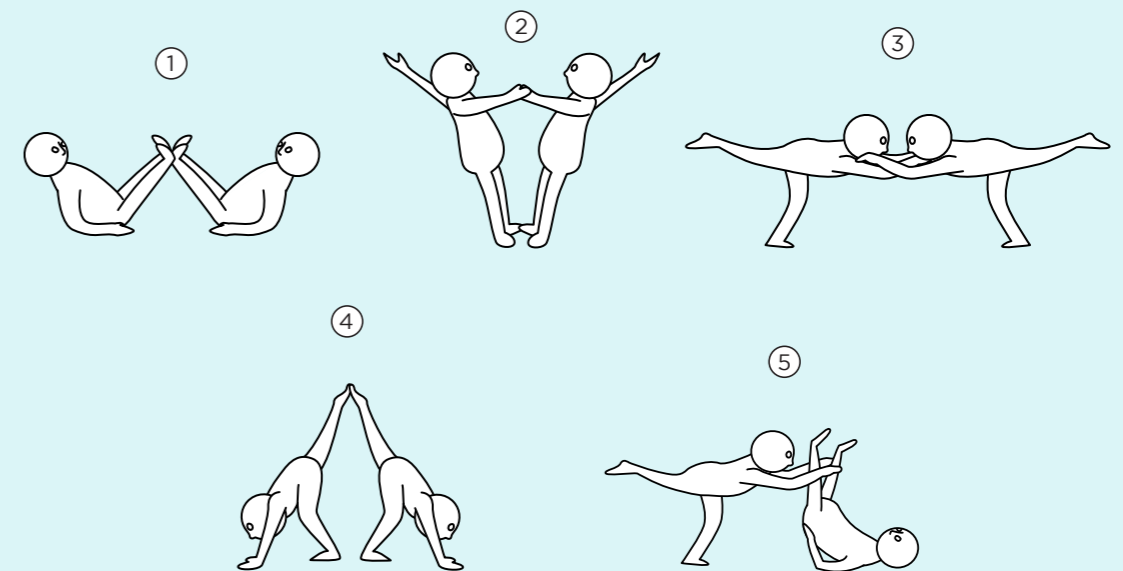


Physical Education  
Lesson 24 | A day in the life of a Flamingo



## Physical Education

Lesson 24 | Partner and Group Acrobatics

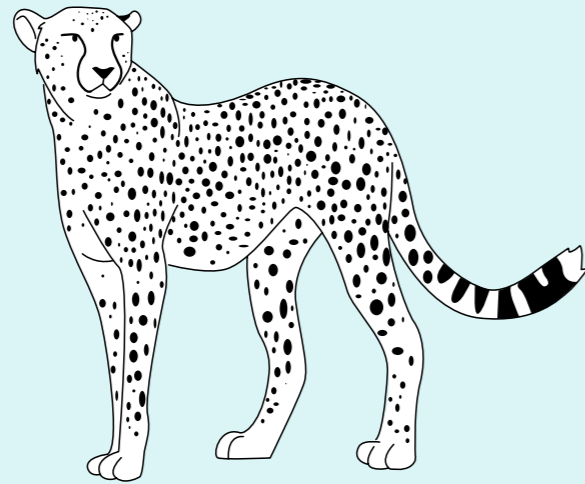


# Annex 12

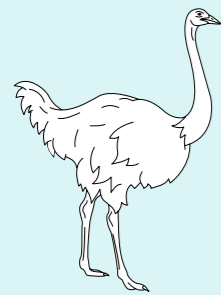
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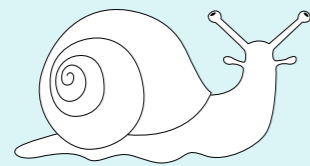
Physical Education  
Lesson 26 | Animal pictures



## Cheetah



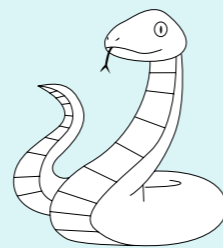
### Ostrich



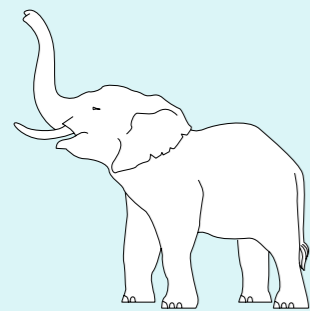
### Snail



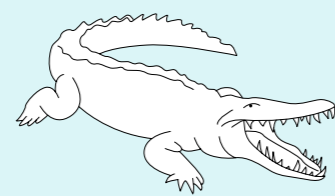
### Mouse



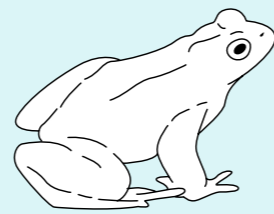
### Snake



### Elephant



### Crocodile



### Frog

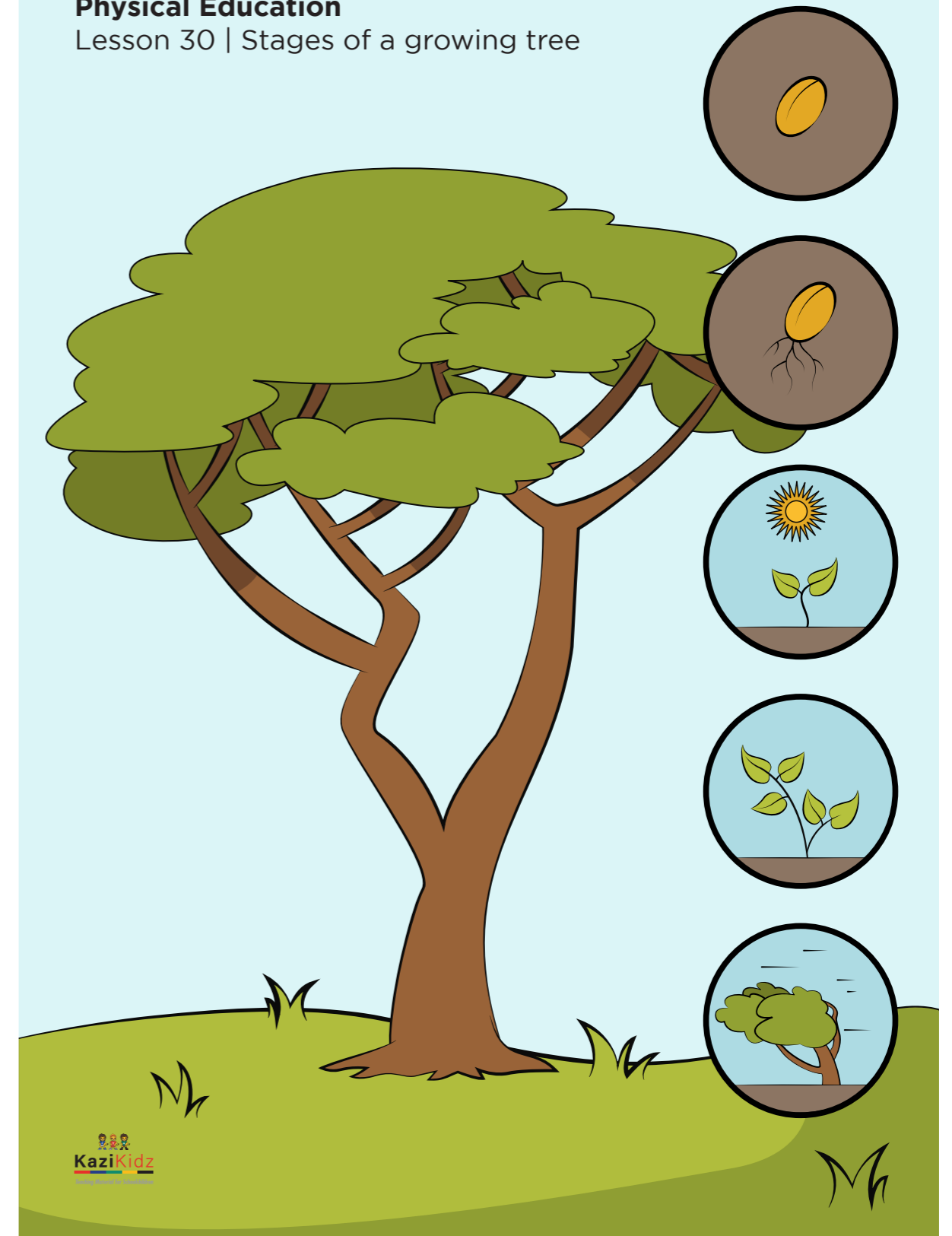


# Annex 13

[www.kazibantu.org/kazikidz/](http://www.kazibantu.org/kazikidz/)



Physical Education  
Lesson 30 | Stages of a growing tree



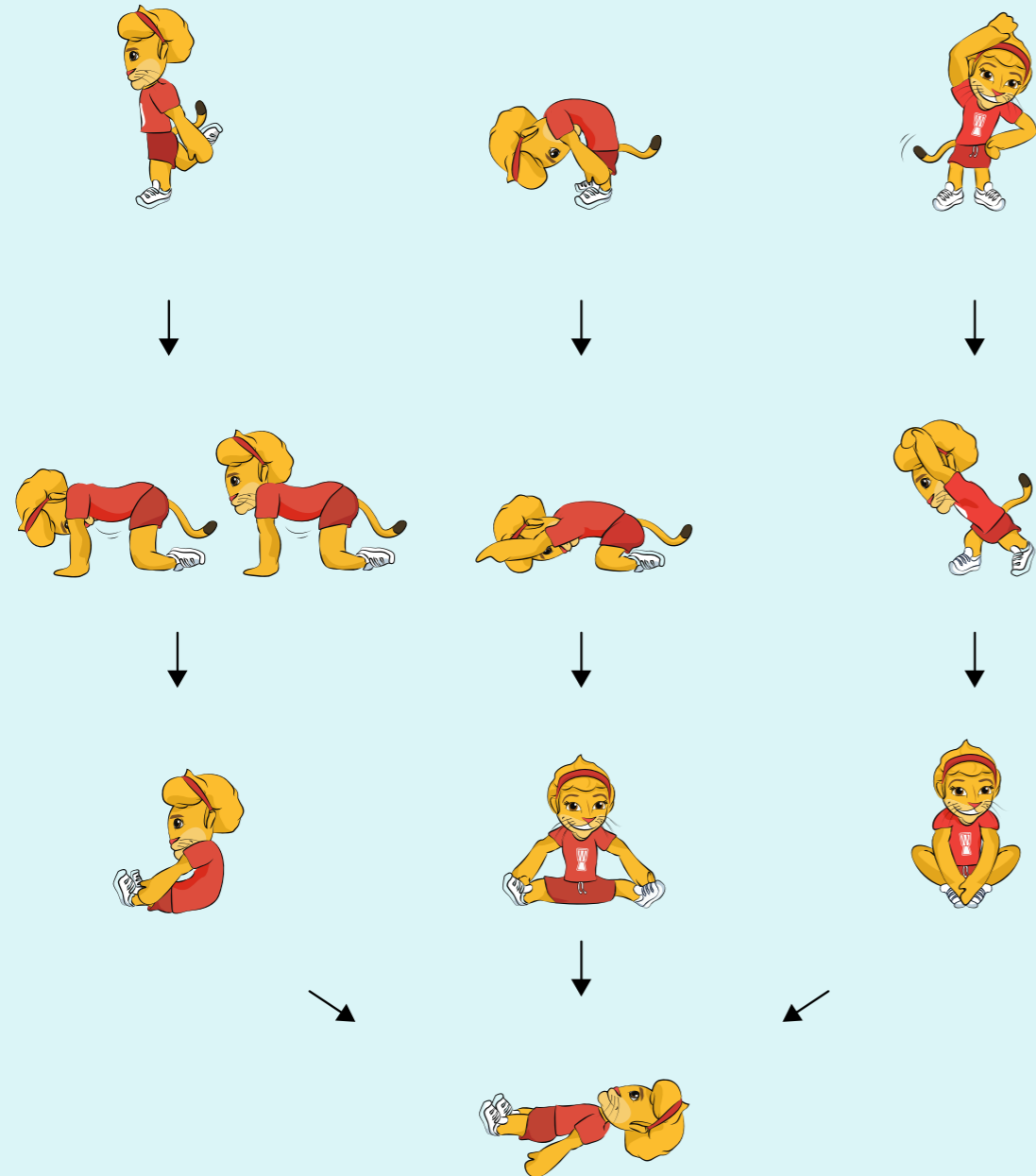
# Annex 14

[www.kazibantu.org/kazikidz/](http://www.kazibantu.org/kazikidz/)



## Moving-to-Music

Lesson 12 | *Kazi* evening routine



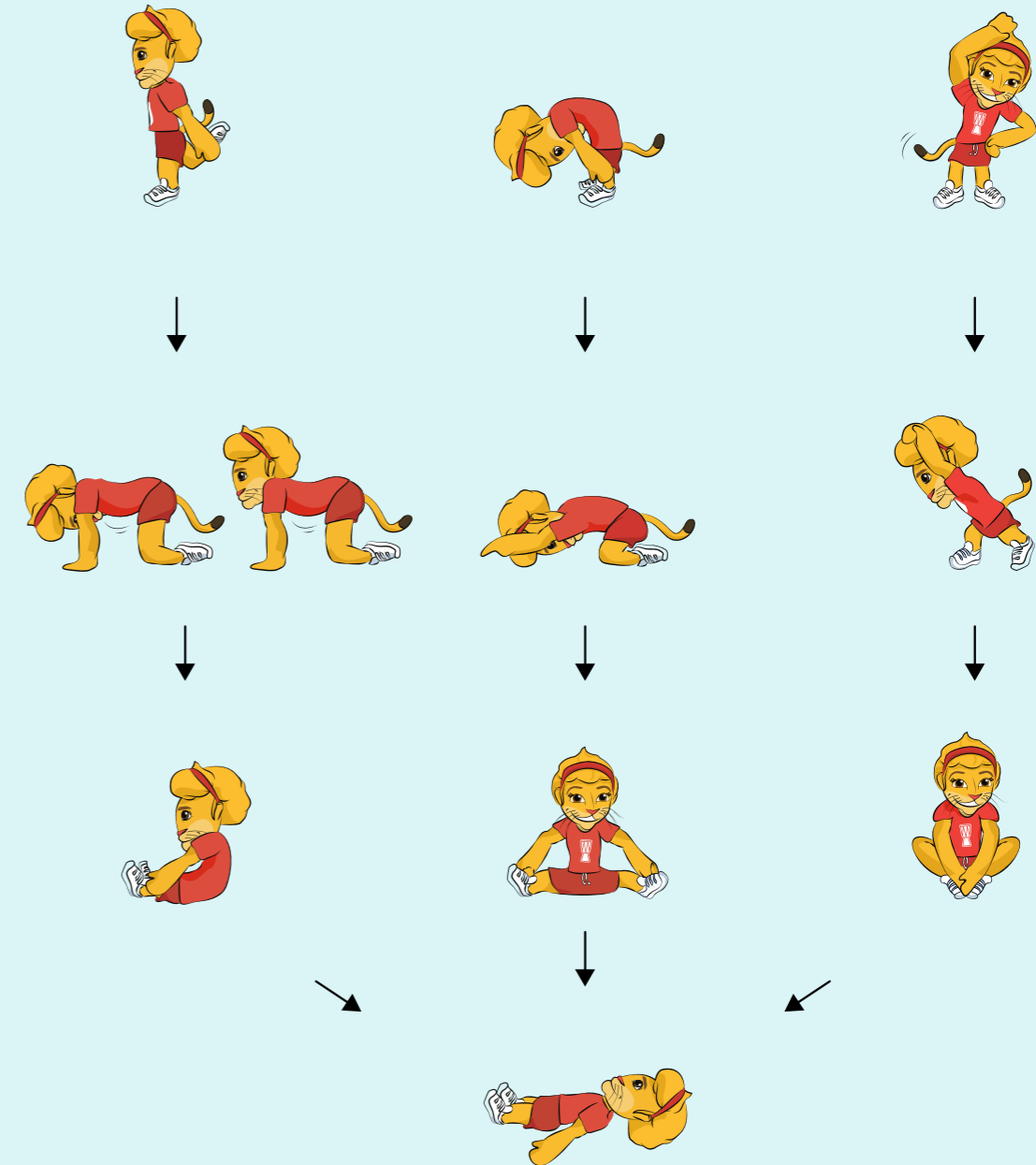
# Annex 15

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## Moving-to-Music

Lesson 13 | *Kazi* evening routine

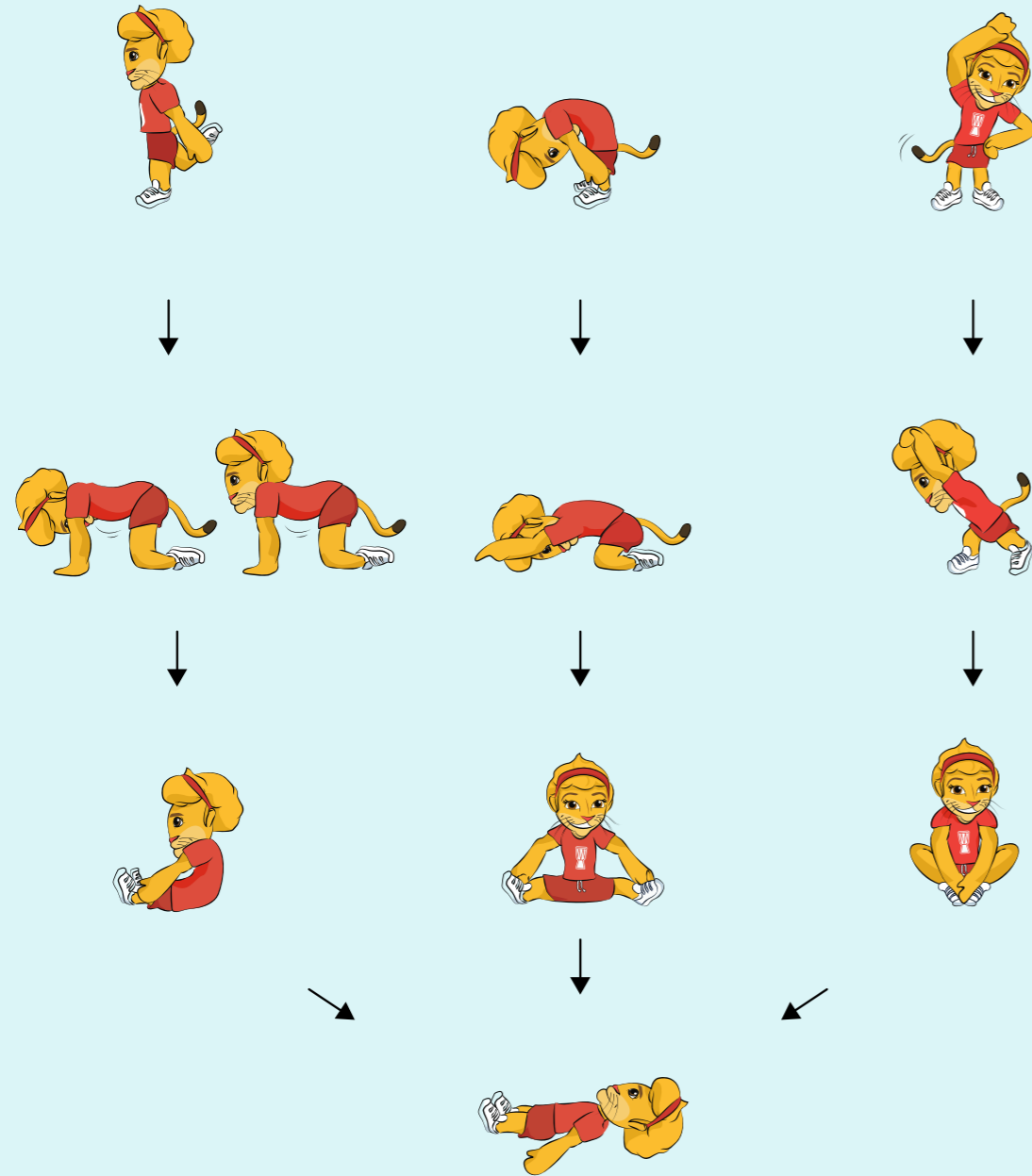


# Annex 16

[www.kazibantu.org/kazikidz/](http://www.kazibantu.org/kazikidz/)



**Moving-to-Music**  
Lesson 14 | Kazi evening routine

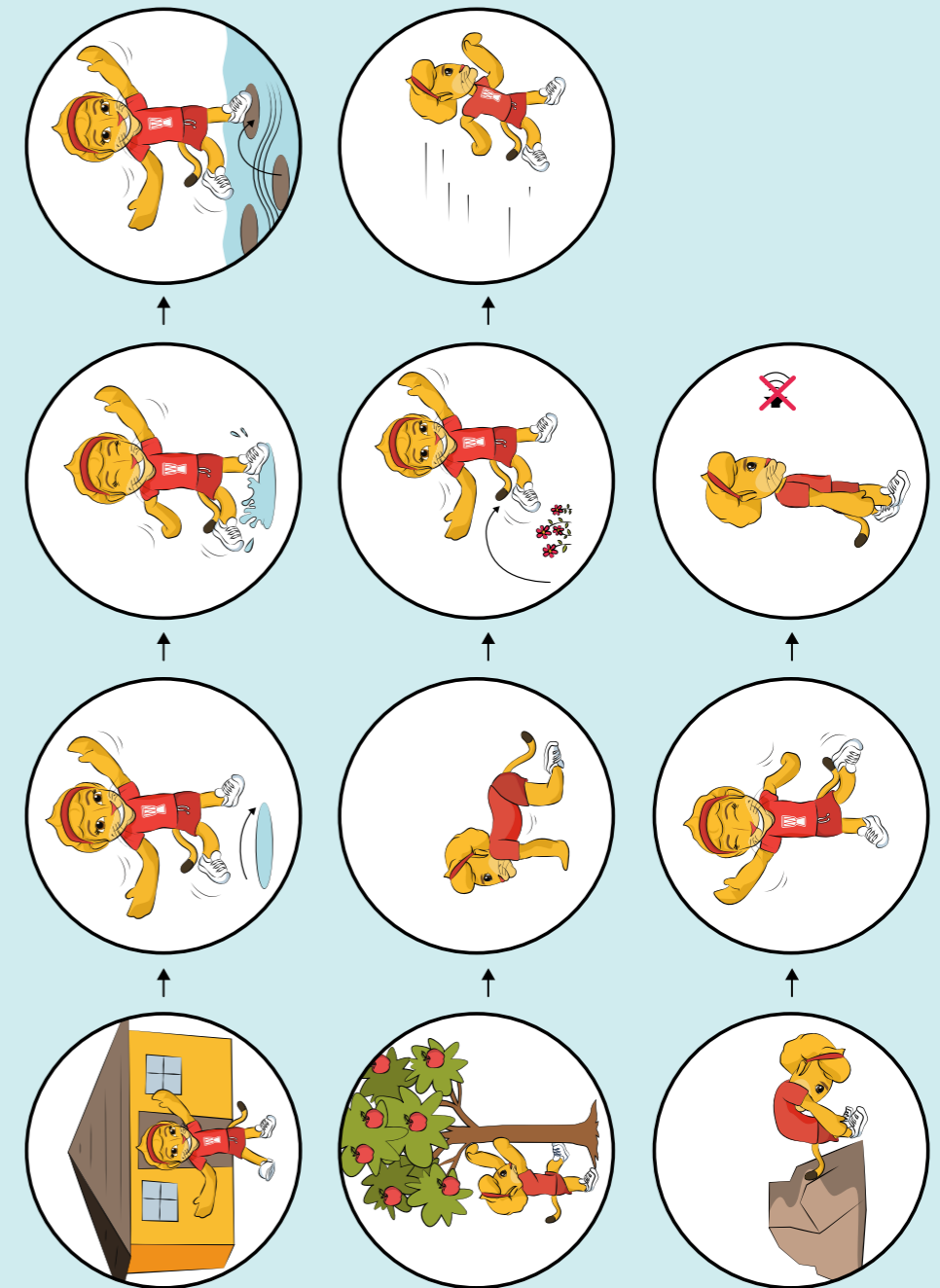


# Annex 17

[www.kazibantu.org/kazikidz/](http://www.kazibantu.org/kazikidz/)



**Moving-to-Music**  
Lesson 15 | The Way to School (part 1)



# Annex 18

[www.kazibantu.org/kazikidz/](http://www.kazibantu.org/kazikidz/)



**Moving-to-Music**  
Lesson 16 | The Way to School (part 2)

KaziKidz  
Helping Children to Achieve

# Annex 19

[www.kazibantu.org/kazikidz/](http://www.kazibantu.org/kazikidz/)



**Moving-to-Music**  
Lesson 18 | Number poster

KaziKidz  
Helping Children to Achieve



# GERMS VS. SUPER V

## What are Germs?

Germs are very tiny invaders that can make our bodies sick



## Where can they enter?



## How to prevent germs from entering our body



Using tissues to wipe and blow your nose

Staying at home from school when you are sick

Keeping hands out of the mouth

Washing our hands



**SUPER V**  
reminds us to cover our  
coughs & sneezes!



# LET'S WASH OUR HANDS!

## How to wash our hands

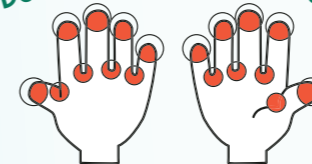
Wet your hands with water and use enough soap to cover the hands.  
Rub soap over the hands as shown:



## When to wash your hands



Don't miss the red areas!



**CLEAN HANDS** KEEP YOU  
**HEALTHY AND STRONG!**

# Annex 22

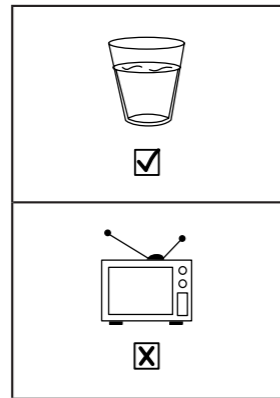
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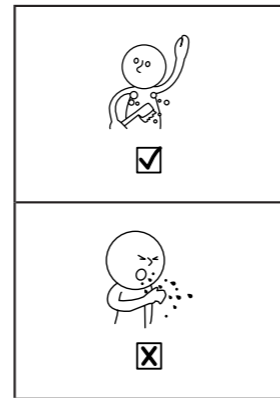
Health, Hygiene and Nutrition | Lesson 3 | Habit cue cards



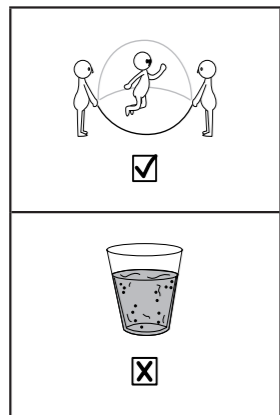
Health, Hygiene and Nutrition | Lesson 3 | Habit cue cards



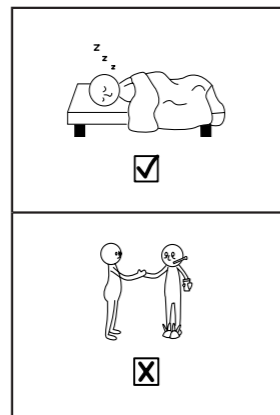
Health, Hygiene and Nutrition | Lesson 3 | Habit cue cards



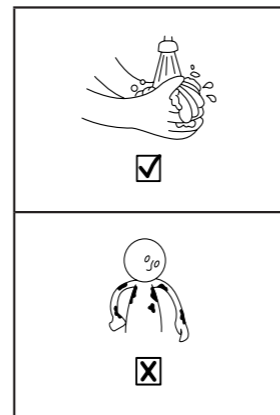
Health, Hygiene and Nutrition | Lesson 3 | Habit cue cards



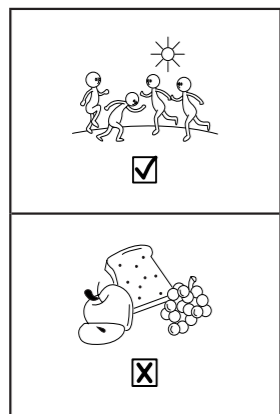
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Health, Hygiene and Nutrition | Lesson 3 | Habit cue cards



Health, Hygiene and Nutrition | Lesson 3 | Habit cue cards

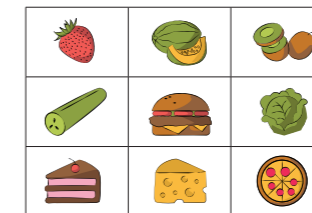
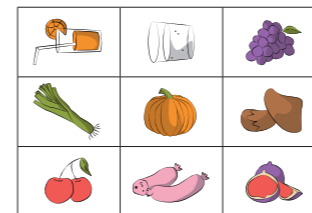
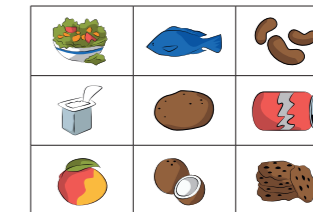
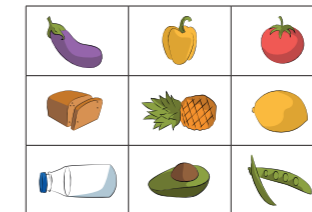
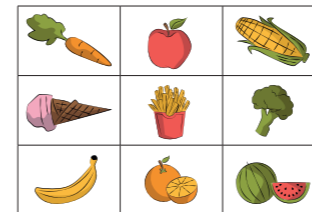
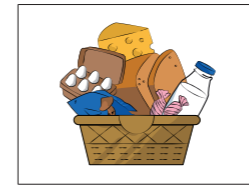


# Annex 23

[www.kazibantu.org/kazikidz/](http://www.kazibantu.org/kazikidz/)



Health, Hygiene and Nutrition  
Lesson 4 | Group cards and food cards



## HEALTHY HABIT GAME

29	30	31	32	33	34	35
↑	↑	📺	↘	↙	↘	FINISH
28	27	26	25	24	23	22
↙	↘	↙	↘	↘	↘	↘
15	16	17	18	19	20	21
↙	↘	↙	↘	↘	↘	↘
14	13	12	11	10	9	8
↙	↘	↙	↘	↘	↘	↘
1	2	3	4	5	6	7
START	↘	↙	↘	↘	↘	↘










# Annex 24

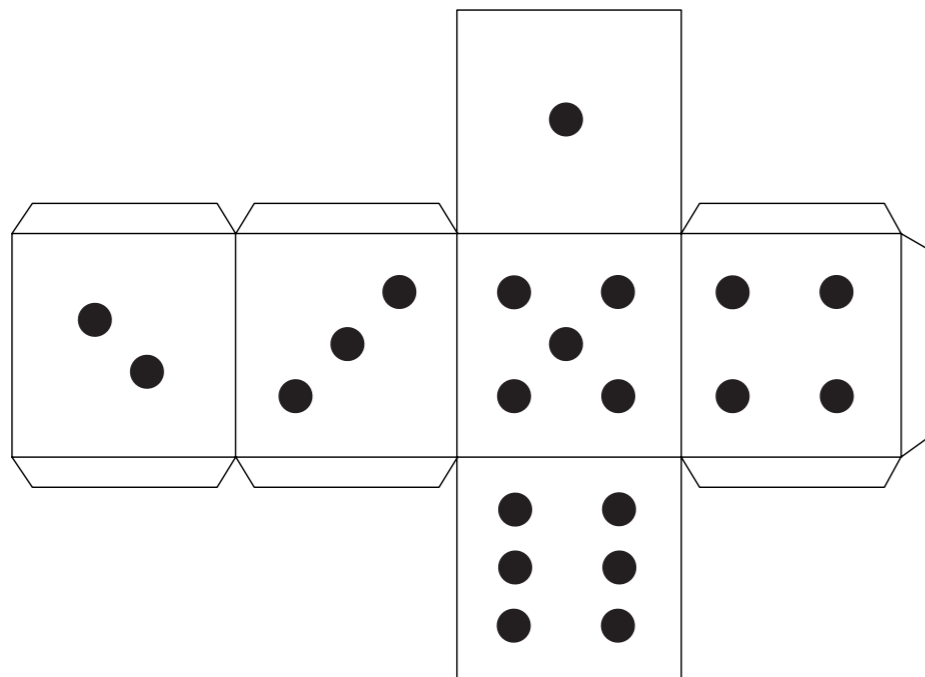
www.kazibantu.org/kazikidz/



**SNAKES AND LADDERS**

29	30 	31	32	33 	34	FINISH
28	27	26	25 	24	23	22
15	16	17 	18	19	20	19
14	13	12	11 	10	9 	8
START	2 	3	4	5	6	7

Health, Hygiene and Nutrition  
Lesson 5 | Dice template



KaziKidz  
Early Ready to Learn!

# Annex 25

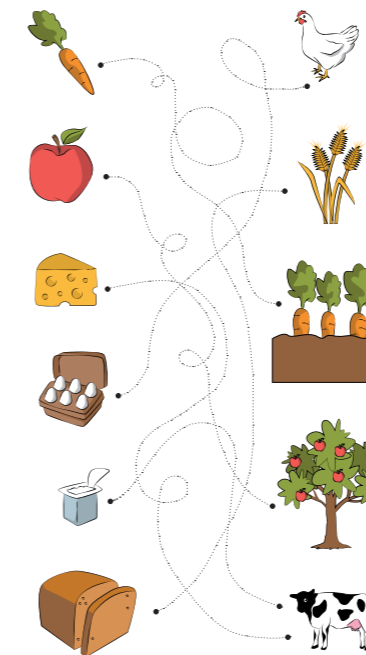
www.kazibantu.org/kazikidz/



Health, Hygiene and Nutrition | Lesson 6

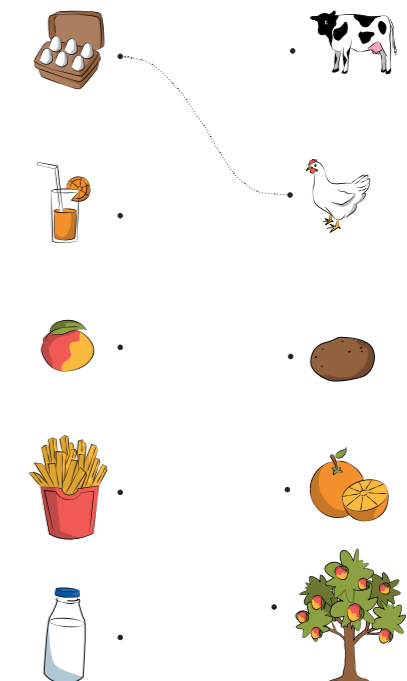
### What goes together?

Exercise 1: Follow the line



Health, Hygiene and Nutrition | Lesson 6

### Exercise 2: Where does the food come from?



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# KaziKidz

Teaching Material for Schoolchildren

Being physically active can contribute to the development of physical competence and fitness as well as to the child's cognitive, social and emotional development. Physical Education (PE) plays a crucial role in the holistic education and development of children. Yet, in many schools from marginalised neighbourhoods, PE is not given the recognition and importance it deserves. For this reason, the *KaziKidz* teaching material was developed for teachers, principals, school staff or for those responsible from the Ministry of Education, Arts and Culture, in order to contribute to and support the quality of PE in these schools. The exercises and games in this book are easy to use, do not require a lot of material and are designed to be enjoyable and exciting for the learners. The teaching material was developed by a team of Swiss, Namibian and South African experts. The lessons meet the requirements of the Namibian Curriculum and are supported by the National Institute for Educational Development (NIED), Okahandja, Namibia, and the UNESCO team Namibia under the leadership of Director Mr. Djaffar Moussa Elkadhum, UNESCO Representative in Namibia.



United Nations Educational, Scientific and Cultural Organization



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NAMIBIAN EDITION

