



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

TEACHER GUIDE

YEAR ONE & TWO

LIFE SKILLS:
PHYSICAL EDUCATION

DRAFT

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LIFE SKILLS OCCUPATION CURRICULUM

Life Skills Occupation deals with the holistic development of the learner throughout childhood. It equips learners with knowledge, skills and values that assist them to achieve their full physical, intellectual, personal, emotional and social potential. The subject encourages learners to acquire and practice life skills that will assist them to become independent and effective in responding to life's challenges and to play an active and responsible role in society. The subject aims to develop learners through four different, but interrelated study areas, that is, Personal and Social Well-being, Physical Education, Creative Arts, and Natural Sciences.

LIFE SKILLS OCCUPATION – PHYSICAL EDUCATION

Physical Education is part of a selection of study areas that make up the Life Skills Learning Programme as specified for the GCE Technical Occupational qualification. It develops learners' physical well-being and knowledge of movement in a safe and developmentally appropriate manner. It encourages learners to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle. During engagement in this study area, learners will develop motor skills and participate in a variety of physical activities.

OVERVIEW

According to the United Nations, Educational, Scientific and Cultural Organizations (UNESCO) International Charter of Physical Education, Physical Activity and Sport Physical education, physical activity and sport programmes must inspire lifelong participation.

- Physical education, physical activity and sport programmes must be designed to meet the needs and personal characteristics of those practicing them over their whole lifespan.
- Early positive experiences of play, games and physical activities should be prioritized for all so as to lay a foundation of the knowledge, skills, attitudes and motivation necessary for the maintenance of lifelong participation in physical activity and sport.
- As the only area of school curricula concerned with developing students' competence and confidence in sport and physical activity, physical education provides a learning gateway for the skills, attitudes and knowledge necessary for lifelong physical activity and sport; quality and inclusive physical education classes, taught by qualified physical education teachers, should be mandatory in all grades and levels of education.

Modifications

Schools may choose any activities that suit them given their context. Context speaks to school infrastructure, physical and cognitive level of learners, teacher attributes and availability of equipment.

A Physically Educated Person:

1. Demonstrates competency in many movement forms and proficiency in few movement forms.
2. Applies movement concepts and principles to the learning and development of motor skills
3. Exhibits a physically active lifestyle
4. Achieves and maintains a health-enhancing level of physical fitness
5. Demonstrates understanding and respect for differences among people in physical activity settings
6. Understands that physical activity provides opportunities for enjoyments, challenge, self-expression and social interaction.

PLEASE NOTE:

There is a glossary of items at the end of the teacher guide to assist with the terminology that appears throughout both the learner book and the teacher guide.

SPECIFIC AIMS

The subject Life Skills Occupation aims to:

- 1) Guide learners to achieve their full intellectual, **physical**, personal, emotional and social potential;
- 2) Teach learners to exercise their constitutional rights and responsibilities and to respect the rights of others;
- 3) Guide learners to make informed and responsible decisions about their health and environment;
- 4) Develop creative, expressive and innovative individuals;
- 5) Develop skills such as self-awareness, problem-solving, interpersonal relations, leadership, decision-making, and effective communication; and
- 6) Develop learners' skills to respond to challenges and play an active and responsible role in the economy and society;

ORGANISATION OF THE CURRICULUM

In the Life Skills Occupation curriculum, Physical Education is expressed as a study area containing three topics which are:

- 1) Fitness
- 2) Sport
- 3) Games

The issues dealt with in each topic are related to the issues covered in the other two topics of the subject. Owing to the interrelated nature of the study area, the three topics of Physical Education function interdependently, and therefore, are considered to be of equal importance.

ALLOCATION OF TEACHING TIME

Time for Life Skills **Physical Education** has been allocated in the following way:

- 10 weeks per term, with 1 hour per week;
- Year 1-3 has been designed to be completed within 32 weeks per year
- Year 4 has been designed to be completed within 30 weeks. (30 Hours)
- **Year 4: No Physical Education content and activities for term 4**
- 8 Hours has been included for assessment for the year **2 hours per term**
- **Year 4, Term 3 work will cover 7 weeks plus 1 week for revision and 2 weeks for assessment.**

Below is the summary of time allocation per topic. The time allocation provides an indication of the weighting of each topic. However, this is the guideline and should be applied flexibly according to circumstances in the classroom to accommodate the interests of the learners.

Topics	Time Allocation
Fitness	11 weeks (11 hours)
Sport	8 weeks (8 hours)
Games	12 weeks (12 hours)
Formal Assessment	8 weeks (2 hours per term)
Revision	1 Week (1 Hour) Term 4

CAPS: TECHNICAL OCCUPATIONAL LIFE SKILL: PHYSICAL EDUCATION

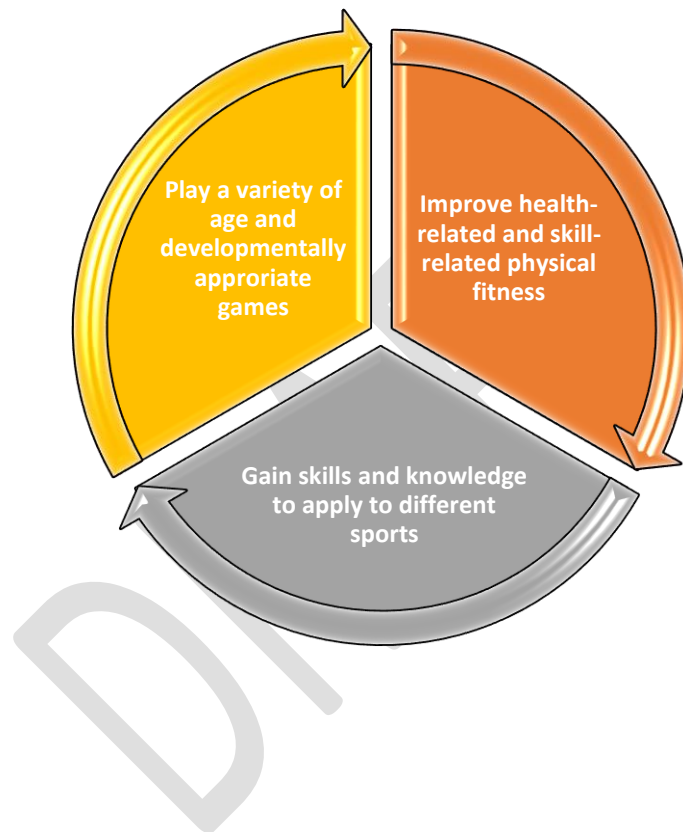
Activities Overview Year 1 - 2

TERM	WEEKS	ACTUAL WEEKS	FITNESS	SPORTS	GAMES
1	1-3	3	<ul style="list-style-type: none"> • Crouch Start • Elongated start • Games that promote balance and elevation 	<ul style="list-style-type: none"> • Cricket: Gripping and stance 	<ul style="list-style-type: none"> • Relays (sprint hurdles, shuttle relay and slalom relay) • Follow the leader • Balance tag
	4-5	2	<ul style="list-style-type: none"> • Running: Green light, Red light • Wacky laps • Whistle sprints • Yo yo 	<ul style="list-style-type: none"> • Swimming: Freestyle • Swimming: Backstroke 	<ul style="list-style-type: none"> • Swimming: Water activities that promotes confidence • Treasure hunt
	6-8	3	<ul style="list-style-type: none"> • Running :Posture • Running: Arm swing 	<ul style="list-style-type: none"> • Netball: catching • Netball: passing 	<ul style="list-style-type: none"> • Catch my tail • Beat the ball • Over and under
	9-10	Assessment			
TERM	WEEKS	ACTUAL WEEKS	FITNESS	SPORTS	GAMES
2	1-3	3	<ul style="list-style-type: none"> • Running activities that promotes power, strength, speed, flexibility and agility • Fun games • Cross hop • Forward squat jumps 	<ul style="list-style-type: none"> • Hockey: Grip • Hockey: Dribbling 	<ul style="list-style-type: none"> • Obstacle course
	4-5	2	<ul style="list-style-type: none"> • Circuit training 	<ul style="list-style-type: none"> • Rugby: Place kick and Grubber kick 	<ul style="list-style-type: none"> • Cranes and crows • Mr. Wolf
	6-8	3	<ul style="list-style-type: none"> • Running zigzag • Power running drill 	<ul style="list-style-type: none"> • Basketball lay-up • Netball positions 	<ul style="list-style-type: none"> • Basketball shooting drill • Mini soccer dribbling drill
	9-10	Assessment			

TERM	WEEKS	ACTUAL WEEKS	FITNESS	SPORTS	GAMES
3	1-3	3	<ul style="list-style-type: none"> Cardiovascular lap running Sharks and minnows Pony express 	<ul style="list-style-type: none"> Soccer: Heading skills Hockey Striking 	
	4-5	2	<ul style="list-style-type: none"> Strength squat jumps Strength press ups 	<ul style="list-style-type: none"> Netball: chest passing, bounce pass and overhead pass Netball: Catching and passing 	
	6-8	3	<ul style="list-style-type: none"> Circuit station At the station 	<ul style="list-style-type: none"> Soccer: One on one controlled drill Soccer: Circular one dribbled drill 	<ul style="list-style-type: none"> Mini soccer: Banana run Mini soccer: Running into spaces
	9-10	Assessment			
TERM	WEEKS	ACTUAL WEEKS	FITNESS	SPORTS	GAMES
4	1-3	3	<ul style="list-style-type: none"> Circuit training 	<ul style="list-style-type: none"> Cricket: Forward defence and backward defence Tennis: Volleyball Swimming: Freestyle and breaststroke 	<ul style="list-style-type: none"> Athletic games: Jump the river Athletic games: Flags
	4-5	2	<ul style="list-style-type: none"> Athletics: Running relay Athletics: Standing long jump 	<ul style="list-style-type: none"> Rhythmic gymnastics: with hand apparatus (hoops and balls) Swimming: freestyle and breaststroke 	<ul style="list-style-type: none"> Athletic games: relay running and Mini cricket: running on the pitch Sneaky feet
	6-8	3	<ul style="list-style-type: none"> Athletics: Cross country and Middle distance running 	<ul style="list-style-type: none"> Volleyball: Practice drills to improve basic skills 	<ul style="list-style-type: none"> Circle dodge ball Tennis racing rallies
	9-10	2 weeks for assessment			

KEY CONSIDERATIONS FOR TEACHING PHYSICAL EDUCATION

It is recommended that all technical aspects of the Physical Education curriculum, be introduced and presented to learners through games. The Teaching Games for Understanding (TGfU) approach necessitates for the teacher to apply a thematic approach to teaching Physical Education. Rather than teaching sport-specific units (e.g., volleyball, soccer, etc.), learners will **improve their physical fitness** (skill or performance-related fitness and health-related fitness) and gain **skills and knowledge to apply to different sports** by **playing a variety of age and developmentally appropriate games**.



Key Questions

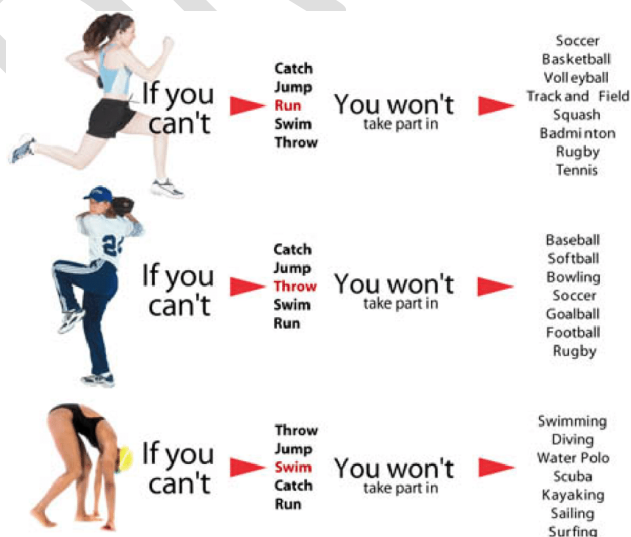


TOPIC : FITNESS	TOPIC : GAMES	TOPIC : SPORT
What is the relationship between fitness, games and sport?		
Physical fitness is a state of health and well-being and the ability to perform and take part in a variety of physical activities (games and/or sport).		
Games and modified sports offer fun and developmentally appropriate activities that are designed to develop learners' physical fitness and encourage them to participate in the targeted sport , and a wide range of sports in general.		
What are the components of physical fitness?	What are the categories of games?	What are the different types of sport?
Health-related physical fitness components: <ol style="list-style-type: none"> 1. Cardiovascular endurance; 2. Muscular strength; 3. Muscular endurance; 4. Flexibility; and 5. Body composition. 	Target Games in which the learner propels an object, preferably with a high degree of accuracy, at a target.	<ol style="list-style-type: none"> 1. Individual sports: Swimming, Athletics 2. Dual sports: Tennis 3. Team sports: Football, Netball, Hockey, Cricket, Rugby 4. Extreme sports: Mountain biking 5. Water-based sports: Water polo, Swimming 6. Land-based sports: Rugby, Football, Netball, Hockey, Cricket, Athletics, Basketball 7. Air-based sports: Skydiving 8. Contact sports: Karate, Boxing 9. Non-contact sports: Athletics, Tennis
Skill-related physical fitness components: <ol style="list-style-type: none"> 1. Agility; 2. Balance; 3. Power; 4. Speed; 5. Coordination; and 6. Reaction time. 	Net/Wall Games in which the learner propels an object into space/over a net or a wall so that it lands in an area that an opponent is defending or trying to make it difficult for an opponent to return it.	
Functional training: exercises that help you perform activities in everyday life more easily. These exercises typically use the whole body and emphasise	Indigenous Games are recreational activities that originated from a particular cultural group, community or people. These games are different from your	

core strength and stability. Some common functional exercises include: push-ups, walking lunges, lunging, jumping jacks etc.	mainstream sports, which are regulated by international federations, and have fixed rules	
What is an example of a non-loco-motor skill ? <ul style="list-style-type: none"> Stretching What is an example of a loco-motor skill ? <ul style="list-style-type: none"> Running What is an example of a manipulative skill ? <ul style="list-style-type: none"> Throwing 	Striking/Fielding Games in which the learner strikes an object so it is placed away from defenders in the field. Territory/Invasion Games in which learners invade an opponent's territory to score.	Team sports can be classified into these four categories: 1. Invasion Games: Netball, Football, Rugby, Hockey, Basketball 2. Net Games: Volleyball, Tennis 3. Fielding & Striking Games: Cricket, Baseball, Softball 4. Target Games: Golf

3 R's of skill learning: Repetition, Refinement, and Reflection

To effectively participate in fitness, games and sports activities, the teacher must ensure that all learners have the opportunity to perform, repeat, refine and reflect on each loco-motor, non-loco-motor and manipulative skill introduced to them in its simplest form before combining and applying them in the various settings and in their most complex formats.

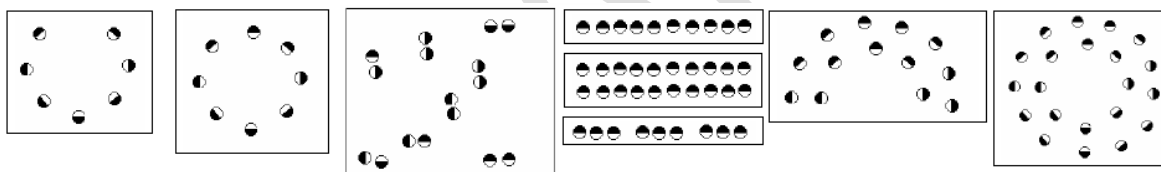


Considerations during the Physical Education Lesson:

- Each learner must have an active role in the Physical Education lesson at all times. That all learners get to play all positions, accumulate the same number of repetitions, and are placed in an enjoyable learning environment.
- The intensity, duration and load of all physical activities should be age and developmental appropriate for all the learners involved.
- Focus should be on the learner's ability to demonstrate a clear understanding of concepts and techniques involved in all three topics.

Formations



Formations, which include learners being in lines, rows, circles, dispersed, individually, paired, seated etc., constitute an important organisational element in the Physical Education class. Formations in the Physical Education class are about maximising space, utilising activity design, and making use of layouts that will arrange learners in ways that will enhance teaching, learning and participation. The utilisation of the formations should always correspond with the activities to be realised. The teacher must be positioned in such a way that he/she is able to see all the learners in the class all the time, irrespective of the formation chosen.



Safety Considerations

Safety (of task/activity, space and equipment) is an essential element of Physical Education and should be introduced and constantly reinforced throughout all lessons. Despite the fact that safety precautions during a Physical Education class cannot remove all risks, they should and may eliminate unnecessary hazards.

In the event of water and gymnastics activities, which have been chosen, safety should be taken into consideration **at all times**.

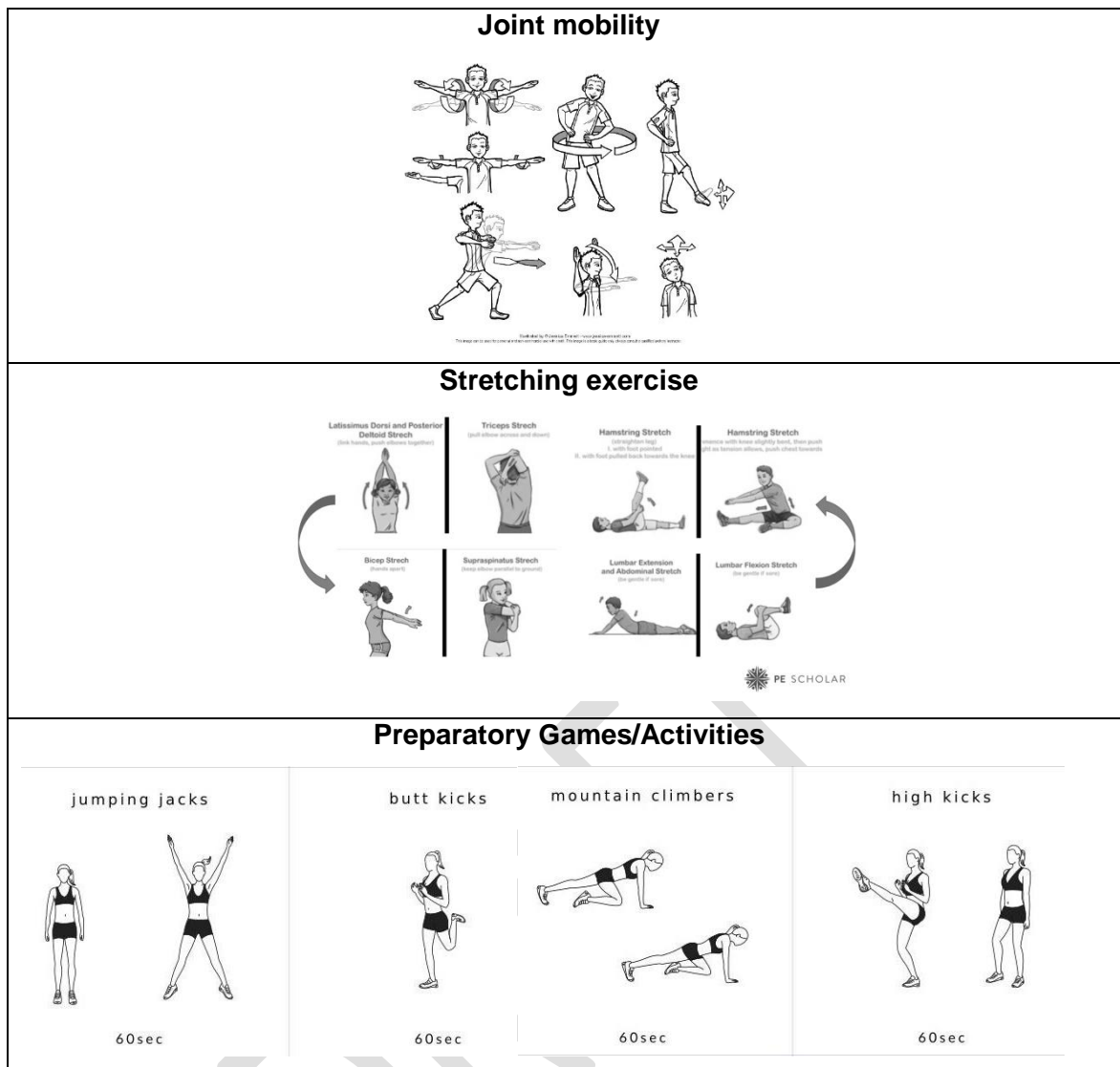
Water Safety	Gymnastic safety
	
<p>Precautions:</p> <ul style="list-style-type: none"> • Check the weather and the tides before you leave home if you are going to swim in the sea. • Only enter where the waves are straight and gentle. If you experience a strong current, get out of the sea, or at least do not go in deep. • Never swim while you are intoxicated. • Buddy up! Always <u>swim</u> with a partner • Enter the water feet first as a rule. 	<p>Support/assistance practical:</p> <ul style="list-style-type: none"> • Always warm up and stretch before doing gymnastics. • Only practice on padded floors, never on a hard surface. Mats should be placed under the equipment and properly secured, at all times. • Have a coach or program director who is qualified and is at every practice. Injuries stemming from overuse are common in gymnastics and only put a gymnast at risk for more serious injuries. • Learn how to fall safely. This is one of the first skills a gymnast learns' and it prevents both head and neck injuries. • Some safety tips: Use correct matting ... Never try a new skill without supervision ... Do not run around the gym ... Watch out for other gymnasts ... Listen to the teacher/coach ... Stay off your head ... Stretch before practice, warm-up before stretching ... If something hurts, tell your teacher/coach ... Have fun.

<p>Priorities of water rescue:</p> <ul style="list-style-type: none"> • Your own personal safety should always be the number 1 priority in any rescue situation. Self-preservation is paramount! • People in difficulty in the water are likely to be in a state of panic, fearing for their lives, and this makes the situation highly dangerous. 	
<p>The 4 A's of Rescue; Awareness, Assessment, Action and Aftercare.</p> <p>Awareness: recognise an emergency and accept responsibility.</p> <p>Assessment: make an informed judgment.</p> <p>Action: develop a plan and affect the rescue.</p> <p>Aftercare: give aid until medical help arrives</p>	

Warm-Up and Cool-Down

Warm-up and cool-down sessions should be part of every class. These exercises prepare muscles properly for physical activity and aid in overall recuperation and ultimately prevent injury.

Every physical education session should be preceded by a period of warm-up where the body is prepared gradually for the physical activity to follow. Warm up sessions generally include (a) joint mobility exercises, (b) stretching exercises and (3) preparatory/motivational games or activities. **Warm-up activities should generally last between 5-8 minutes.**



GENERIC WARM UP ACTIVITIES

An Effective Warm-up

- i. Allows the respiratory and circulatory systems to adapt by:
 - increasing blood flow to muscles resulting in a higher rate of oxygen
 - exchange between blood and muscles
 - increasing body and muscle temperatures gradually
 - increasing elasticity of muscle tissue.
- ii. Reduces the risk of injury to muscles and joints.
- iii. Takes muscles and joints through their full range of movement.
- iv. Prepares the participant psychologically to take part in strenuous activity.
- v. Should be gentle and rhythmic and preferably use all the major muscle groups involved in the main activity.

- vi. Begins slowly and builds up to more vigorous activity.
- vii. Should include specific stretching and movements that are to be used in the activities to follow.

Guidelines for Safe, Effective Warm-ups

- Begin all warm-up activities in a slow controlled manner.
- Increase the intensity gradually.
- If using children as leaders make sure they understand and adhere to the “Start slowly” principle.
- Keep the warm-ups simple.
- Modify games and activities depending on the age level, weather conditions and space available.

Teacher or learner as leader must be in front of the line.

Learners follow the leader's speed, direction, arm movements, type of walk, marching or jog etc.

Activities: Walking – forwards, backwards, sideways

- along a line, in circles, in curves, in a zigzag
- low, tall
- on toes, on heels
- fast, slow, variations in speed
- big steps, small steps
- with feet close together, with feet wide apart
- knees lifted high in front
- legs kicked out straight in front (wooden soldier)
- on the spot

Add arm movements – pushing arms above head

- pushing arms out to sides at chest height
- pushing arms forward at chest height
- circling arms forwards across body and backwards
- single arm punches upwards, forwards and sideways
- arms extended overhead and out to side

The teacher should use different activities to keep learner interest and bring in the fun element. The teacher should also ensure that there is enough space between learners to prevent them from knocking into or stepping on each other.

General warm-up activities that teachers can choose from:

a. Raising the body temperature and heart rate:

- Step to the side with a hopping movement while swinging arms loosely in an up to down motion. Repeat this for 8 counts to either side. (Total 16 counts)
- Skip forward with arm arms swinging at the same time to warm up the back.
- Roll arms forward to warm the shoulders – 10 seconds. (Repeat)
- Roll arms backward to warm shoulders – 10 seconds. (Repeat)
- March on the spot with arms swinging statically – 10 seconds (Repeat)
- Lunge sideways and pretend to throw the disc at the same time – 8 counts
- Rotate the ankles in a circular movement one at a time – 8 rotations
- Run on the spot, gradually speeding up and then gradually slowing down.

b. Spine Focus - (This will assist with spinal warm-up and balance)

- Stand with the feet together. Look down at the feet and lead down to the floor with the head in a slow-motion diving action to end in a crouched position on the balls of the feet with fingertips touching the floor in front of the feet. 8 counts - Repeat
 - Lunge forward while twisting the upper part of the body – arms stretched out.
 - Twisting walks – cross feet in front and then behind while moving in a sideways direction.
 - Raise both arms out to the side, up above the head and back. 8 counts -Repeat
- c.** On command of teacher's whistle or hand clap, learners walk (1 blow/clap), jog (2 blows/claps) and sprint (3 blows/claps). Repeat activities more often (extended time) in colder weather, and less often in warmer weather.

d. Static/dynamic stretching: Learners statically or dynamically stretch major body parts:

- arms and shoulders (arm circling forwards and backwards)
- chest (aeroplane)
- upper back (self-hug)
- lower back (lower leg hug)
- buttocks and hamstrings (long-sitting, stretch hamstrings)
- quadriceps/thighs (hurdle stretch)
- calves (assume sprint start position, and straighten back leg).

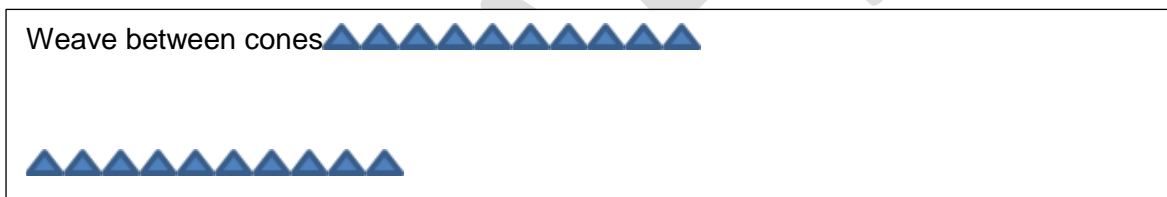
e. Play the game of “tag”

- Divide the class into groups of approximately 10 learners

- Assign each group to a marked off playing area
- Select 1 learner to be the 'catcher or tagger'. This learner must attempt to tag another learner by touching them and yelling 'tag'. The learner who has just been tagged becomes the new 'catcher or tagger' and the game continues.
- Continue the game for approximately 5 minutes, so that all the learners are active and thoroughly warmed up.

f. Jogging with cone weaving

- At various points along the perimeter of the playing area, set up a series of approximately 6 cones (as indicated in the diagram below).
- Divide the class into 2 groups and send the 2 groups on a jog around the learning area in opposite directions.
- On reaching a zone of cones the learners need to weave between the cones without knocking them over.
- When meeting up with the other half of the class along the perimeter of the playing area, learners need to weave between each other without making contact.



g. Play a game of Chain Tag

- Select two (or more chasers). As soon as the whistle blows the chasers must tag other learners who must then hold hands forming a chain. As soon as the chain has four members, the learners must split to become a pair. The game ends when all learners have been caught. Limit the playing area so that learners do not run too far away.

h. Static/dynamic stretching

- Learners statically or dynamically stretch major body parts:
 1. arms and shoulders (learner raises hands above the head and crosses arms at the wrist and the palms grasp each other; stretch up and squeeze the elbows together)
 2. chest (raise arm above the shoulder and bent at the elbow, opposite hand presses the elbow downward)
 3. upper back (learner kneels and bends at the waist, and stretches out in front with the palms on the floor)

4. lower back (learners stand bending at the waist and bring forehead to the knees)
5. buttocks and hamstrings (sitting with bent knees soles of the feet touching each other, groin stretch)
6. quadriceps/thighs (learner in lunge position, hip flexor stretch)
7. calves (straddle sitting, bending forward and grasping the soles of the feet, calf stretch).

i. Full body movement

Learners run freely across the playing area. On teacher's command learners form groups of 2, 3, or 4, etc. learner not finding a group must run around the field.

j. Static/dynamic stretching

In pairs, learners statically or dynamically stretch major body parts:

1. arms and shoulders (cobra pose, front-lying support, with back arched backward)
2. chest (dog pose, front-lying support with buttocks elevated forming a triangle with the arms and legs)
3. upper back (cat pose, kneeling with hands on the ground, arch back upward)
4. lower back (cat pose, kneeling with hands on the ground, arch back downward)
5. buttocks and hamstrings (high lunge pose, upper body rests on thigh of front leg, and back leg is kept straight with the body)
6. quadriceps/thighs (chair pose, from standing move into a semi-sitting position with the arms stretched vertically overhead and palms together)
7. calves (chair pose in pairs, raise up onto the balls of the feet and hold for 5 sec).

k. Quick foot ladder & dynamic stretches

Place groups of 8-10 classmates at two marked "ladders" (place ropes/strings in a ladder format / draw a ladder on the floor with chalk), about 10m apart.

Do the following rounds of exercises:

1. Run quickly in ladder, stepping with each foot in a rung; then do forward lunges up to the other ladder, run in the other ladder again, then walk with high kicks to the first ladder again.
2. Do hop-scotch hops in the ladder (jump on one leg in a rung, then straddle the ladder, then jump on the other leg in a rung, and so on), then do sideways lunges up to the other ladder, then do hop-scotch again, then do sideways lunges (with the other foot) again.

3. Run sideways in the ladder, then walk on the toes up to the other ladder, run sideways again (other side), then walk on heels up to the first ladder.

l. Inner-outer circle

Groups of 10-16 learners. Half the group forms an inner circle, while each of the other learners stand behind a classmate of the inner circle. At first, the whole group moves at a slow tempo clockwise round in the circle. The teacher will then give different commands to which the group must react, e.g.:

- “Anti-clockwise!” or “clockwise!” – the group must suddenly change direction
- “Change!” – the outside circle must quickly change places with the inner circle
- “One forward!” or “one backward!” – The classmates in the outer circle must move quicker or slower and position themselves behind the next or previous person in the inner-circle.

As the group gets used to the activity, the exercise can be tried while jogging or shuffling!

m. Traffic light game

Learners move around the area in different ways (skipping, walking, jogging, crawling, lunging etc.). Teacher to stand at the side and hold up cones.

Red – learners stop

Orange – learners slow down

Green – learners speed up

When the teacher pulls out the **Blue** coloured cone, learners will change the direction. Learners, play follow the leader, with the teacher doing a variety of stretches (i.e. lunging, knees up, side to side, hop-skipping). Learners can also do these basic dynamic stretching exercises. Make sure that you feel each muscle stretch and take deep breaths while doing them.

n. “Simon Says” game

- The teacher calls out a movement command preceded by the words “**Simon Says**” and demonstrates the activity.
- The learners obey the command and continue with the activity until the leader gives the next command.
- If the words “Simon Says” are given with each command the learners must obey and change their activity.

- If “Simon Says” is not said and a command given, then the learners must stand still and make no movement.
- Any learner that does change the movement either loses a point and continues or moves to the side and continues the game.
- Leaders should give the commands in rapid succession, every now and then giving a command that is not preceded by “Simon Says”.

Activities: – walking and jogging as in “Follow the Leader”

- stepping forwards and backwards
- bouncing on the spot
- stepping from side to side
- hopping.

o. Cardio & dynamic stretches

Divide into groups of 6-8 and stand in a large circle with a cones / bags in the middle (each class mate should be about 10m from the cone). On the teacher’s call, all the members of the group move in the following ways forward, touch the cone and move back to their places doing the back pedal jog (jog with large steps backward, with arms swing):

1. High skips with exaggerated arm wings
2. Walk and touch toes with every step
3. Jog and swing arms in circles (opposite circles)
4. Lunge and stretch to the side with one arm up, with every step

p. Raising the body temperature and heart rate:

- Start with small, continual movements, such as prancing in place.
- Gradually increase the range of motion and pace to something like light jogging.

Continue for 1-5 minutes until your breathing gets faster and your heart rate increases.

q. Mobilize Your Joints

- Gently open up the ankle joints, hip joints, shoulder joints and spine during your warm-up so that once you're dancing, they're prepared to move through more extreme ranges of motion.

Ankle Circles

- Sitting with your legs extended in front of you, circle your ankles through their full range of motion, making your circles bigger each time.
- Repeat 10 times in both directions.

Hip Circles

- Lying on your back with knees bent and feet flat on the floor, open one knee to the side as far as you can while keeping a neutral pelvis.
- Slide your foot along the floor until your knee is extended and your leg returns to parallel.
- Repeat 5-8 times on each leg.

Arm circles

- Lying on your back with your ribcage gently touching the mat, reach your arms toward the ceiling.
- Circle your arms back and out to the side.
- Repeat 5-8 times in both directions.

Spinal Flexion and Extension

- Sitting on a chair, bend your head toward your knees to flex your spine.
- Then reverse the movement to articulate your spine into extension.
- Repeat 5 times.

Oblique Criss-Cross

- Start by lying on your back with your legs in a table-top position.
- Extend one leg while rotating the opposite shoulder towards the bent knee.
- Alternate legs for a total of 8-10 repetitions

Focus on static and dynamic stretches

1. Static partner stretches with ball:

- Two learners standing side by side, stretching sideways touching balls

- Two learners standing back-to-back, bending backwards, touching balls
- Two learners standing straddled legs, back-to-back, bending forward and reaching the balls back between their legs

2. Dynamic Warm-ups - whole Body stretches

- High Knee hops – try and get the knee as close to the chest as possible.
- Butt Kicks – Remember posture is important – Attempt to kick the backside with the heels.
- Toe Touch Reach Hops – as the learner hops – they place the elbow on the opposite knee – this helps with the spine as well as the Gluteus muscles.

3. Dynamic stretches

Torso Rotations

Put your hands in front of you and twist your upper body in opposite directions in a slow and controlled motion.

Squats

Stand slightly wider than your hips with your feet pointing outwards. Keep your body tight and upwards while you push your butt out and move up and down steadily and slowly.

Leg Swings

Hold on to a pole or a sturdy object for balance. Swing one leg in front at a 90-degree angle and then swing that leg behind the standing leg. Repeat for the opposite leg.

Arm Circles

Put your arms up in a 90-degree angle and rotate in the same direction while keeping your muscles straight and tight. Take care not to rotate your arms too quickly. Slow, controlled motions where you feel your muscles stretch is what you're aiming for.

4. Balance

- Toe touch to ground – Learners lean forward with one leg straight in the air while touching their toe or the ground in front of them.
- Hurdler Forward – as if jumping hurdles – bring each leg from the outside in. This helps to warm up the groin area as well as with balance. Repeat this step going backward as well.

4.1 Knee hugs on the spot.

- Even though learners with physical challenges may not be taking part in the actual game, they must be included in the warm-up and cool-down exercises.
- Learners with physical challenges should focus on their body parts that will be used and the teacher must ensure that they do not overexert themselves.

NB: Remember, breathing through these stretches are very important. Breathing should be in through the nose and out through the mouth.

5. Cardio and dynamic stretches circuit:

From cone 1 to 2 running with straight legs kicking forward

Cone 2 to 3: butt kicks

Cone 3 to 4: knee hugs

Cone 4 to 1: trunk twists

Find a spot to stand and write your name in the air with your foot, and your surname with your other foot.

GENERIC COOLDOWN ACTIVITIES

The fundamentals of the cool down process are to breathe deeply to deliver oxygen to your muscles, release tension, and promote relaxation. Breathing should be in through the nose and out through the mouth. Moving through some cool down exercises and stretches will bring your heart rate back to its baseline, calm your mind post-endorphin high, reduce the body temperature, help clear lactic acid from your muscles and ease your body back into its natural resting state (among other benefits). Doing a cool down session helps improve mobility and allow your body to recover more efficiently, therefore preventing unwanted injuries. Learners with disabilities will do cool down of selected body parts as in warm-up session.

The most straightforward ways to cool down are ...

- Light jogging or walking
- Upper body stretch
- Seated Forward Bend

- Knee-to-Chest Pose
- Reclining Butterfly Pose
- Child's Pose

Static stretching requires the learner to hold a stretch for a length of time. Unlike dynamic stretching (stretches that require some movement) static stretching is best kept to after the physical activity.

Cool down activities

1. Cool down activity 1

- The children jog around the area gradually slowing from a jog to a walk to a slow walk to standing.
- They breathe in slowly while stretching the arms out and up and breathe out slowly as the arms are lowered. (As if they are flying). Breathing in as the arms go up and breathing out as the arms come down.

2. Cool down activity 2

- The children skip gradually decreasing speed and the length of the skip until the child is skipping on the spot.
- They reduce movement to a walk.
- They all stand still.

3. Cool down activity 3: Whole body stretches

- Over the shoulder triceps stretch. Lean to the side away from the bent knee. (Both sides)
- Grab elbow and rotate the torso backward – in the opposite direction of the elbow.
- Toe touch with overhead – cross one foot over the other, stretch arm arms while holding hands and bend forward.
- Roll neck from side to side and then do full rotation in both directions.
- Standing quad stretch – Heel to bum. Hold the foot with both hands behind your back and push the foot outward, away from the body.

4. Cool down activity 4

- Learners' jog across the playing area.
- On the teachers' command (whistle or hand clap), Learners change direction:
1 blow/clap = turn left,
2 blows/claps = turn right,

3 blows/claps = run forward, and

4 blows/claps = run backward.

- All these movements are done at a leisurely pace

5. Cool down activity 5: Static stretching

- In pairs, learners statically stretch major body parts:
 - i. arms and shoulders (standing, facing each other, “sawing” wood)
 - ii. chest (standing, back-to-back, arms hocked, alternate hugging and relaxing)
 - iii. upper back (standing, back-to-back, “see-saw”)
 - iv. lower back (long-sitting, back-to-back, arms hocked, “trunk bend-and-extend”), (5) buttocks and hamstrings (long sitting, back-to-back, arms hocked, bending sideways)
 - v. quadriceps/thighs (standing, back-to-back, arms hocked, squatting and standing)
 - vi. calves (in pairs, mounted on the back, raise up onto the balls of the feet and hold for 5 sec).

6. Cool down activity 6: Static stretching

- Learners statically stretch major body parts:
 - a. arms and shoulders (shoulder circling forwards and backwards, with elbows bent)
 - b. chest (grasping hands behind the back, bending forward and raising the arms as high as possible)
 - c. upper back (back-laying, curl up bringing the knees to touch the forehead)
 - d. lower back (wide long-sitting, touch forehead to the ground)
 - e. buttocks and hamstrings (wide long sitting, touch forehead to each knee alternately)
 - f. quadriceps/thighs (crouch sitting, lean backward to lay flat on the ground)
 - g. calves (straight long-sitting, hands grasp the right leg and try lift it off the ground as high as possible; next, alternate with left leg).

7. Cool down activity 7

Synchronized jogging: Learners’ jog forward while performing various synchronized movements, such as hand clapping, arm-raising (forward, sideways, and upwards), high-knee lift (forward, sideways), butt-kicks, etc.

8. Cool down activity 8: Static stretching

Learners statically stretch major body parts:

- a. arms and shoulders (learners raise hands above the head and crosses arms at the wrist and the palms grasp each other; stretch up and squeeze the elbows together)
- b. chest (raise arm above the shoulder and bent at the elbow, opposite hand presses the elbow downward)
- c. upper back (learner kneels and bends at the waist, and stretches out in front with the palms on the floor)
- d. lower back (learner stands bending at the waist and bring forehead to the knees)
- e. buttocks and hamstrings (sitting with bent knees soles of the feet touching each other, groin stretch)
- f. quadriceps/thighs (learner in lunge position, iliopsoas (hip flexer) stretch)
- g. Calves (straddle sitting, bending forward and grasping the soles of the feet, calf stretch).

9. Cool down activity 9

Learners walk across the playing area with arm swinging in various directions: forward, backward, sideways, upward, etc.

- The children skip gradually decreasing speed and the length of the skip until the child is skipping on the spot.
- They reduce movement to a walk.
- They all stand still.

10. Cool down activity 10

Activity	Description
WINDSTORM	Pretend to be trees in a windstorm, with wind blowing arms as branches. Start while the windstorm is strong and blowing hard, and finish as the wind calms and blows softer.
CAT STRETCH	Start on hands and knees, with a flat back. Take a deep breath in and arch back so that belly is moving down towards the ground and shoulders move back so “cats” can look up. Exhale and reverse the curve in the back as the “cats” stretch their backs.
COOL DANCE	Slow-motion dance for 30 seconds, then rest. Repeat until cool.

DON'T 'SKIP' THIS	Skip for a designated distance, gradually reducing the skipping speed and length until skipping slowly in one place. Reduce to a march, then to a walk-in place.
SKY HIGH	Reach up and touch the sky for 20 seconds. Now, reach down and touch toes for 20 seconds. Repeat until cool.
GROUP WALK	Walk together as a team for at least 1/4 mile. Don't leave anyone behind. Keep walking until cool.
BEACH TIME	Pretend to be at the beach, walking through deep sand, jumping over waves, shaking off the sand. Continue until cool.
BUTTERFLY STRETCH:	Sit on the ground with knees bent and feet touching (legs look like butterfly wings). Slowly flap wings 15 times. Rest, then repeat until cool.
CLIMB THE LADDER:	Pretend to be climbing a really tall ladder. Stretch out arms and knees. Do this for 30 seconds. Rest, then repeat until cool.
TOUCH YOUR TOES	Sit with legs outstretched, shoulder-width or more apart. Lean forward and try to touch toes, one leg at a time. Hold for 30 seconds. Repeat until cool.
MUSCLE MIX	Teacher calls out two body parts (ex: elbow to knee, hand to foot). Learners find a partner and perform the activity. Teacher changes the "muscle mix" each round.
MARCHING BAND	March in place for 30 seconds, pumping knees high and arms from side to side. Rest, then repeat until cool.
QUAD STRETCH	Stand, reach backwards and grab left ankle with right hand, bending knee. Work on balance. Hold for 20 seconds. Switch legs. Repeat until cool.
COPYCAT	Kids take turns to demonstrate their favourite stretch while the group copies. Remember to stretch gently and slowly. Repeat until cool.

GROUND DOWN	GROUND DOWN: Stand with feet shoulder-width apart. Touch the ground for 20 seconds. Touch right foot for 20 seconds. Switch legs. Repeat until cool.
LEARNER'S CHOICE:	LEARNER'S CHOICE: Have each learner pick his/her favourite cool down exercise and perform for 30 seconds. Rest, then repeat until cool.
OBSTACLE COURSE	Make a simple obstacle course. Ideas include zigzagging between cones, hopping over imaginary lines, etc. Repeat at a slow (walking) pace until cool.
HEEL, TOE	Walk in circles on heels for 20 seconds. Walk in circles on tip toes for 20 seconds. Repeat until cool.
SHARKS AND FISH	One runner is a shark. The other runners are the fish. Whatever the shark does the fish have to copy. Repeat until cool.
STRETCH AND SPELL	Use body to spell out the name of the school one letter at a time. Hold each letter for 3 seconds. Repeat until cool.
RED LIGHT, GREEN LIGHT	Act like cars while teacher calls out a traffic light colour. Run on green. Walk on yellow. Stop on red. Call the colours with fewer green lights and more yellow and red lights. Repeat until cool.
CALF STRETCH	Start in push-up position. Bring one knee forward. Try to touch the heel of your other foot to the ground. Hold for 20 seconds, then switch legs. Repeat until cool.

11. Cool down activity 11

Knees-To-Chest

- Lie down on your back, lifting shoulders slightly off the mat, with your legs extended.
- Hug one knee into your chest, hold for a moment, then return to start.
- Repeat on the opposite side.

Lunge and Twist

- From a high plank position, step your right foot to the side of your left hand.
- Press your left hand into the ground and bring your right hand overhead. Twist your body to the right side and bring your gaze to the lifted fingertips.
- Reverse the movement and repeat on the opposite side.

Forward Fold

- Stand up tall with your arms reaching up to the sky.
- As you exhale, hinge at your hips, and fold your upper body forward, bending your knees if needed.
- Inhale and come into a half lift. Then exhale and lower back down.

Seated One-Legged Forward Bend

- Come to a seat on your mat. Extend your legs out in front of you.
- Bend your right knee and bring the sole of your foot to your inner left thigh.
- Extend your arms up to the sky, then fold your torso over your legs.
- Hold for a couple of breaths, then switch legs and repeat.

Happy Baby

- Start by lying on your mat. From here, bend your knees, and bring them in toward your chest.
- Grab the outsides of your feet with your hands. Roll side to side for extra release.
- Come back to centre give your knees a hug, then come up to a seated position.

Pigeon Pose

- From downward dog, reach your right foot up to the sky.
- Bend your knee and bring it in line with your right arm. Bring your right foot to the left side and allow your shin to rest on the ground.
- Bring your back leg down to the mat and lift your chest.
- Hold for a breath, then slowly lower your torso to the ground so it folds over your right leg.
- You have the option to bring your forehead to the mat.

- Hold for as many breaths as you'd like, then peel your body back up. Come back into a downward dog, then repeat on the opposite side.

Seated Spinal Twist

- Come down to sit on your mat, crossing your legs.
- Inhale your arms up to the sky. Take your right arm, place it on the mat behind you and place your left hand on your left knee. Take a deep breath in.
- As you exhale, twist the body, gazing over your left shoulder.
- Hold for a couple of breaths, then come back to centre. Repeat on the opposite side.

Cat-Cow

- Come to all fours. Ground down through your palms.
- As you inhale, drop your belly, and bring your gaze up to the sky.
- As you exhale, curl and round your spine, and bring your gaze toward your belly button.

Supine Spinal Twist

- From a seated position, slowly lower all the way down to your mat.
- Bring your knees into your chest, and cross one leg over the other.
- Cactus your arms on the ground and allow your knees to fall to the right side. Come back through centre, and then allow them to fall to the left.
- Come back through centre and drop your knees to the right side once again. This time, gaze over the left shoulder. Hold for a few breaths or as long as you need. Repeat on the opposite side.
- Hug your knees into your chest, then roll up to a seated position. Bend to your right, then your left, stretching the sides of your body.

Child's Pose

- Come to a kneeling position on your mat opening up your knees into a "V" shape.
- Slowly let your torso fold over your legs while stretching the arms out in front of you.
- Allow your forehead to rest on the mat, massaging your third eye, if you'd like.

Half Wind-Relieving Pose

- Come down to your mat and lie on your back.

- Hug your right knee into your chest. Hold your knee close to you and start to sway it side to side.
- Create circles with your knee, massaging out your belly.

Seated Cat-Cow

- Come to a seated position, crossing your legs in front of you. Place your hands gently on your knees.
- Inhale as you round out your back; create space in your spine.
- Exhale as you release the belly and bring the chest forward.

DRAFT

PHYSICAL EDUCATION CONTENT CONCEPTS KNOWLEDGE AND SKILLS

The **Movement Analysis Framework**¹- **The Wheel** - is intended to show how the skill themes and movement concepts interact with each other. Skill themes and movement concepts, differentiate the movements (skill themes) from the ideas (movement concepts) used to modify or enrich the range and effectiveness of skill employment.

Space Awareness		Effort		Relationships
(Where the body moves)		(How the body moves)		
Location	Self-space and general space	Time	Fast/Slow Sudden / Sustained	Of body parts: Round (curved), narrow, wide, twisted, symmetrical/ nonsymmetrical.
Directions	Up / Down	Force		With objects and/ or people: Over/ under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, alongside.
	Forward / Backward		Strong / Light	
	Right / Left			
	Clockwise / counterclockwise	Flow	Bound / Free	
Levels	Low / Middle / High			With people: Leading/following, mirroring/matching, unison/contrast, alone in a mass, solo, partners, groups, between groups.
Pathways	Straight / Curved			
Extensions	Large / Small			
	Far / Near			

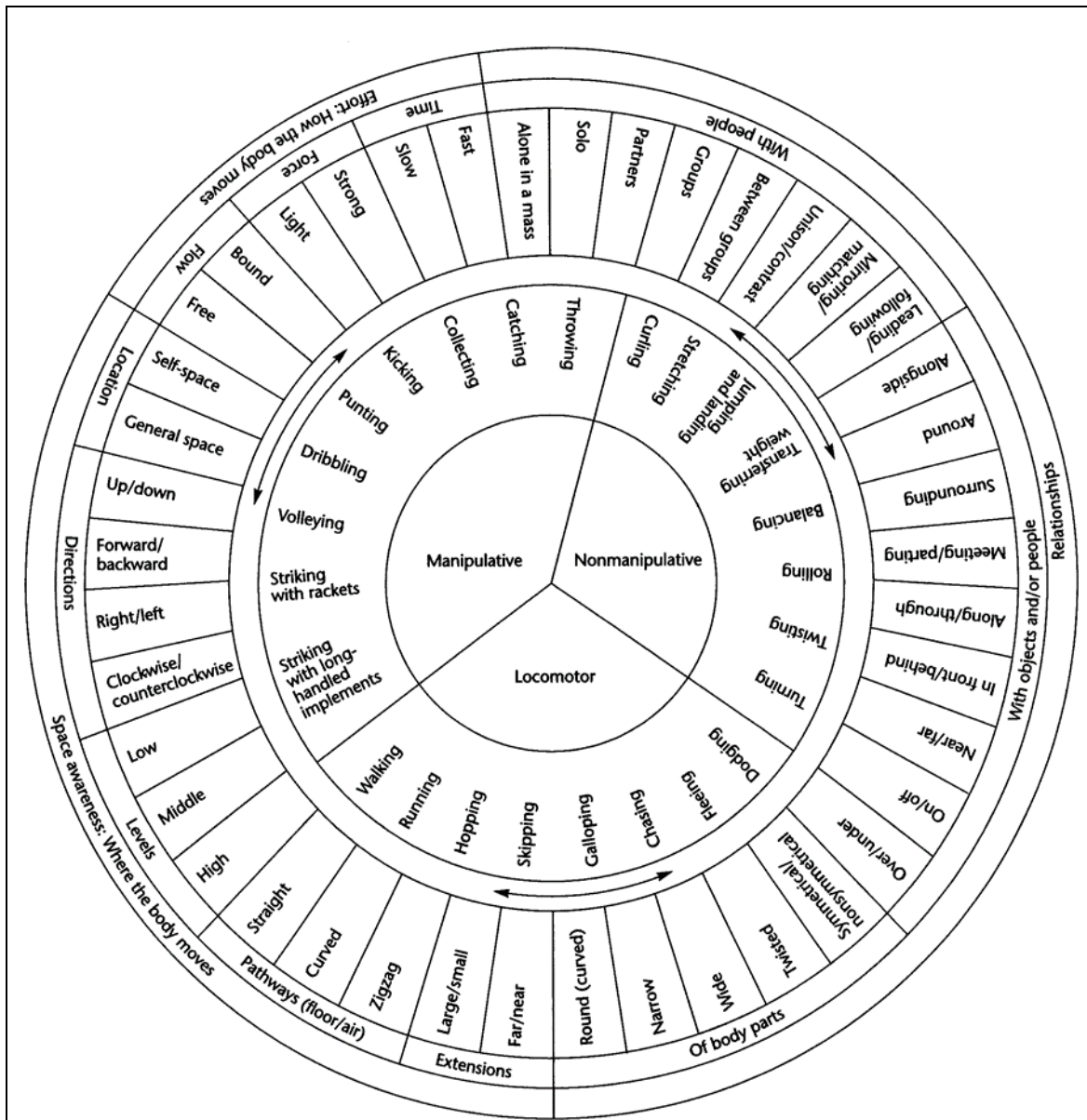
** This table represents many of the movement concepts taught in physical education. It is not meant to be all-inclusive, but to provide examples of movement concepts.*

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Activate 1

¹ Graham, George, Shirley Ann Holt/Hale, and Melissa Parker. Children Moving: A Reflective Approach to Teaching Physical Education. Mountain View, Calif: Mayfield Pub. Co, 1993.

The Movement Analysis Framework: The Wheel





KEY POINTS:

- The “**Wheel**” shows how the Skill Themes and Movement Concepts can work together and are interrelated
- Early elementary focus should be on addressing movement concepts while practicing skill themes
- Later elementary years focus should be on the learning and quality of the skill themes themselves.

Year 1 - 2

TERM 1

Weeks 1 – 10

TOPIC: FITNESS		WEEK 1-3	
SKILL/S	ACTIVITY		
<ul style="list-style-type: none">• Running• Jumping• Balancing	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none">• Different ways to loco-motor, rotate, elevate and balance, using various parts of the body with control• A variety of modified invasion games• Rhythmic movements with focus on posture• Basic track and field athletics and swimming activities• Schools may choose any activities that suit them given their context.		
	Formations: (lines, rows, circles, dispersed, individually, paired, seated etc.) constitute an important organisational element in the Physical Education class. Utilisation of the formations corresponds to the activities to be realised		INITIAL PHASE: Warm up activity <ul style="list-style-type: none">▪ Joint mobility▪ Stretching▪ Preparatory games/activities
CORE PHASE: Main activities Skill development is most important. Adequate time is needed to practice new skills	Year 1		Year 2
	Activity 1: Crouch Start  The teacher facilitates the crouch start by highlighting this features of a crouch start which are: "On your marks" <ul style="list-style-type: none">• The front foot is placed a forearm's length behind the line.• One knee is placed on the ground, level with the front foot.• The hands are placed shoulder-width apart, behind, not on the line. "Set" (Not "Get Set")		Activity 1: Elongated Start  The teacher facilitates the elongated start by highlighting its features of a which are: <ul style="list-style-type: none">• The knee of the back leg is slightly behind the heel of the front foot• The feet should be spread out farther than the other two.• The back leg should be stretched or elongated behind you.• Hands should be placed shoulder width apart behind the starting line.

- The hips are raised slightly higher than the shoulders.
- Both legs remain bent (front leg approximately 90 degrees, back leg approximately 120 degrees).

"Go"

- Drive the rear leg forward.

Activity 2: Introduce games that promote balance

Learners will be taught the concept of **balance** and how it relates to physical education.

Performing **one-legged balance** drills:

When you hear the whistle, lift your right leg off the ground and stand only on your left leg. After 30 seconds see who is still standing. On the next whistle change legs. After 30 seconds who is still standing? Can you identify your stronger leg?

Now walk along a chalk line slowly, one at a time, so that with each step, the heel of the leading foot touches against the toe of the back foot from the previous step.

Now introduce the learners to a game of Hopscotch. In this game each learner by turn hops on one leg into and over squares marked on the ground with chalk or tape to retrieve a marker thrown into one of these squares.



Activity 2: Introduce games that promote elevation

Learners will be taught the concept of elevation and how it relates to physical education

Elevation – is the upward movement of the body

Activity 2.1

Jump over a rope

Use a long rope with a bean bag attached to the end of the rope.

One learner stands in the middle and swings the rope in a horizontal circle around the body. The other learner jump over the rope as it passes them.

Give other learners the opportunity to be in the middle.

Activity 2.2

Jump over a partner in a circle

The partners are on hand and knees in kneeling position in a circle.

The other learners run in a circle and jump over the learners who are kneeling.

Do the activity 3 times and swap.

RECOVERY PHASE: Cool down activity

1. Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.
 - Ask the learners to stand with feet slightly apart and to lean forward with straight legs with hands on shin/knees (*standing forward bend*).
 - Instruct the learners to put their hands behind their heads and take deep breaths to get their breathing rate back to normal



EVALUATION PHASE:

- Teacher records information about learners' performance and/or behaviour
- Teacher inform learners of next Physical Education lesson topic and end lesson

RESOURCES:

- Whistle
- School ground/open space
- Long rope with a bean bag

DRAFT

TOPIC: SPORT		WEEK 1-3	
SKILL/S	ACTIVITY		
<ul style="list-style-type: none">GripRunningBattingStance	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none">Different ways to loco-motor, rotate, elevate and balance, using various parts of the body with controlA variety of modified invasion gamesRhythmic movements with focus on postureBasic track and field athletics and swimming activitiesSchools may choose any activities that suit them given their context.		
	Formation: lines, rows, circles, dispersed, individually, paired, seated etc.	INITIAL PHASE: Warm up activity <ul style="list-style-type: none">Joint mobilityStretchingPreparatory games/activities	
CORE PHASE: Main activities Skill development is most important. Adequate time is needed to practice new skills	Year 1	Year 2	
	Activity 2 Cricket: Grip Take guard by holding the bat upright  <i>Fundamentals of batting</i> Grip the bat with hands together as close to the top of the handle and as comfortable as possible .All fingers to grip around the handle. Two 'V-s' formed between thumb and forefinger of both hands to be more or less in straight line	Activity 2: Cricket: Stance  Feet parallel and fairly close together with toes in line with the middle stump. Knees slightly bent. Handle rests against left thigh. Toe of bat behind right foot. Head kept still while eyes level.	
RECOVERY PHASE: Cool down activity Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.			

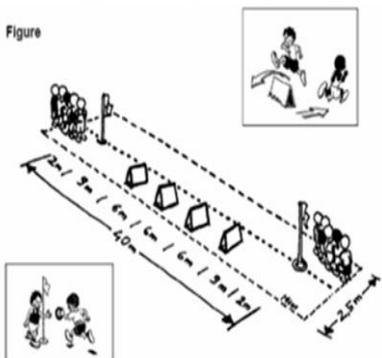
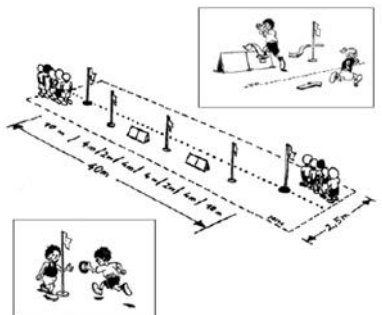
EVALUATION PHASE:

- Teacher records information about learners' performance and/or behaviour
- Teacher inform learners of next Physical Education lesson topic and end lesson

Resources:

- Whistle
- Stop watch
- School ground/open space
- Batons/sticks
- Slalom poles
- Cones/beacons(to mark the stations)

DRAFT

TOPIC: GAMES		WEEK 1-3	
SKILL/S	ACTIVITY		
<ul style="list-style-type: none">BalancingRunning, walking, rotation, galloping, marching...etc. to a regular beat or rhythmic pattern	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none">Different ways to loco-motor, rotate, elevate and balance, using various parts of the body with controlA variety of modified invasion gamesRhythmic movements with focus on postureBasic track and field athletics and swimming activitiesSchools may choose any activities that suit them given their context.		
	Formation: lines, rows, circles, dispersed, individually, paired, seated etc.		INITIAL PHASE: Warm up activity <ul style="list-style-type: none">Joint mobilityStretchingPreparatory games/stretching
CORE PHASE: Main activities <p>Skill development is most important. Adequate time is needed to practice new skills</p>	Year 1		Year 2
	Activity 1: Sprint/Hurdles Shuttle Relay <p>Sprint/Hurdles Shuttle Relay</p> <p>Brief description: Shuttle relay of combined sprint and hurdle distances</p> <p>Figure</p> 		Activity 1: Sprint/Hurdles/Slalom Shuttle Relay 
<ul style="list-style-type: none">Two lanes are necessary for each team:One lane with and the other lane without hurdles.The first distance is the hurdle distance and then the team members run the sprint distance as a regular relay.		<ul style="list-style-type: none">Two lanes are necessary for each team: one lane with and the other one without hurdles.The first distance is the hurdle distance combined with slalom poles, then the team members run the sprint distance as a regular Relay.	

- The event is completed once each team member has run both sprint and hurdle distances.
- The relay is conducted so that the changeover is made with the left hand.

Activity 2: Follow The Leader

- Learners are divided into various groups that line up behind a chosen leader.
- The leader's role is to move in different directions and pathways throughout the demarcated space while galloping or marching to a regular beat or rhythmic pattern and in general trying to challenge the followers to travel in variety of different ways.
- The follower's role is to attempt to replicate the movements of the leader.
- Leaders can be changed several times during the activity



- The event is completed once each team member has run both the flat and the slalom/hurdles distances.
- A soft-ring (relay baton) is carried in the left hand and handed over to the left hand of the receiving runner each time.

Activity 2: Balance Tag

- Place one hula hoop per learner around activity space
- When the music starts, learners are to jog around the activity space without touching the hula hoops.
- When the music stops, learners should hop into a hula hoop and balance the way the teacher tells them to:
 - Balance on your left foot.
 - Balance on your right foot.
 - Stork stand balance.
 - Make a bridge (belly facing up) and balance.
 - Make a bridge (belly facing down) and balance.
 - Reach as high up as you can and balance on your tippy toes.



RECOVERY PHASE: Cool down activity

Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.


EVALUATION PHASE:

- Teacher records information about learners' performance and/or behaviour
- Teacher inform learners of next Physical Education lesson topic and end lesson

RESOURCES:

- Whistle
- School ground/open space
- Music
- Hula hoops

DRAFT

TOPIC: FITNESS		WEEK 4-5	
SKILL/S	ACTIVITY		
<ul style="list-style-type: none">RunningRotatingElevationCatching	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none">Different ways to loco-motor, rotate, elevate and balance, using various parts of the body with controlA variety of modified invasion gamesRhythmic movements with focus on postureBasic track and field athletics and swimming activitiesSchools may choose any activities that suit them given their context.		
	Formation: lines, rows, circles, dispersed, individually, pared, seated etc.		INITIAL PHASE: Warm up activity <ul style="list-style-type: none">Joint mobilitystretchingPreparatory games/activities
CORE PHASE: Main activities Skill development is most important. Adequate time is needed to practice new skills	Year 1		Year 2
	Activity 1: Athletics Activity 1.1: “Red light, Green light” <ul style="list-style-type: none">Have learners line up at the starting line.When the teacher the calls out “green light,” and everyone will start to run as fast as they can toward the finish line.When the teacher the calls out “red light,” and all the runners must freeze in place.Learners can start running again when the teacher calls out “green light” again.When the teacher calls out “yellow light,” learners must slow their pace until it’s time to freeze or run fast again.		Activity 1: Athletics Activity 1.1: “Wacky Laps” <ul style="list-style-type: none">Learners should run the first lap to music,Learners should run the second lap backward, andLearners should run the third lap as slowly as possible. Alternative ways of running: <ul style="list-style-type: none">Learners can run a lap weaving among cones,Learners can run while holding hands with a partner, andLearners can run another lap jumping over mini-hurdles (such as bean bags or any other small item that won’t trip them up). 



Activity 1.2 Whistle sprints

- Line cones 40m apart
- Learners start from one side and jog towards the other end
- When the whistle is blown, learners must sprint the remaining distance to the cones where they turn around immediately and lie on their stomachs
- On the next whistle, learners must jump up as quickly as possible and begin jogging towards the other end again
- The next whistle starts another sprint, and this continues
- Learners should not run for more than two minutes without having short walking breaks in between sets
- The teacher can add variations like running backward from one cone to another.



Activity 1.2: Yo-yo

- Set out three cones 10m apart
- Divide learners into two groups, with half the runners lining up behind cone 1 and the other half behind cone 3
- The first learner lined up behind cone 1 sprints to cone 2.
- At cone 2, the learner returns to cone 1 by running backwards
- At cone 1, the learners sprints forward again to cone number 3 and 'tags' the next learner who runs forwards from cone 3 to 2, then backwards from 2 to 3, and then forwards from 3 to 1, before tagging another learner.
- This cycle repeats until every learner have had a turn. The total distance run each time is 40m, so repeat no more than four times for each learner
- Bring variations to the activity to instil the fun element into the activity.



RECOVERY PHASE: Cool down activity

Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.

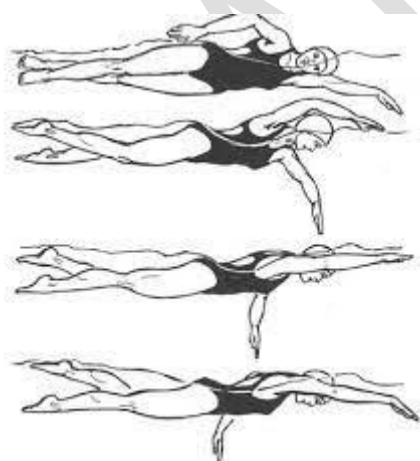
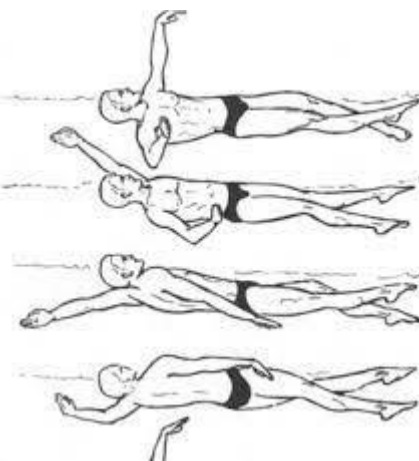
EVALUATION PHASE:

- Teacher records information about learners' performance and/or behaviour
- Teacher inform learners of next Physical Education lesson topic and end lesson

RESOURCES

- School ground/open space

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TOPIC: SPORT		WEEK 4-5	
SKILL/S	ACTIVITY		
<ul style="list-style-type: none">Swimming	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none">Different ways to loco-motor, rotate, elevate and balance, using various parts of the body with controlA variety of modified invasion gamesRhythmic movements with focus on postureBasic track and field athletics and swimming activitiesSchools may choose any activities that suit them given their context.		
	Formation: lines, rows, circles, dispersed, individually, pared, seated etc.		INITIAL PHASE: Warm up activity <ul style="list-style-type: none">Joint mobilitystretchingPreparatory games/activities
CORE PHASE: Main activities Skill development is most important. Adequate time is needed to practice new skills	Year 1		Year 2
	Activity 1: Swimming (arm stroke)  <p>The trailing (top) arm should rest comfortably alongside your body with the hand above the thigh. Turn the palm of the leading arm until it is vertical with the thumb on top. Begin moving the leading arm into a catch position by moving the hand in a downward direction toward the feet.</p>		Activity 1: Swimming (back stroke)  <ul style="list-style-type: none">Start by facing the pool wall, grabbing the poolside with both hands and putting your feet up against the wall, so your knees are bent up between your arms.You are poised and ready to spring away from the wall.Let go of the wall and push hard with both feet...

		<ul style="list-style-type: none"> • ...stretch out away from the wall keeping both arms by your sides. • Glide across the water surface maintaining a horizontal position.
RECOVERY PHASE: Cool down activity Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.		
EVALUATION PHASE: <ul style="list-style-type: none"> • Teacher records information about learners' performance and/or behaviour • Teacher inform learners of next Physical Education lesson topic and end lesson 		
RESOURCES: <ul style="list-style-type: none"> • Whistle • Stopwatch • Swimming pool • Cones/beacons 		

TOPIC: GAMES		WEEK 4-5	
SKILL/S	ACTIVITY		
• Running	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none">• Different ways to loco-motor, rotate, elevate and balance, using various parts of the body with control• A variety of modified invasion games• Rhythmic movements with focus on posture• Basic track and field athletics and swimming activities• Schools may choose any activities that suits them given their context.		
	Formation: lines, rows, circles, dispersed, individually, pared, seated etc.		INITIAL PHASE: Warm up activity <ul style="list-style-type: none">• Joint mobility• stretching• Preparatory games/activities
CORE PHASE: Main activities Skill development is most important.	Year 1		Year 2
	Activity 1: Water activities that promotes confidence Elevator time		Activity 1: Water activities that promotes confidence Treasure hunt


<p>Adequate time is needed to practice new skills</p>	<ul style="list-style-type: none"> • Divide the face into four “floors”, with the elevator beginning at the top floor and working your way down: 4th Floor = Chin, 3rd Floor = Lips, 2nd Floor = Nose, 1st Floor = Eyes. • The goal is to have the learner feel confident enough to lower the “elevator” all the way down to the first floor, meaning they will put their eyes all the way under the water. • Tell them they can hop from floor to floor, having them go up and down at different points, until they feel confident going all the way under. • Once they are able to reach the “first floor”, continue the activity to help them feel more and more comfortable going up and down. <p>Safety point:</p> <ul style="list-style-type: none"> • It is important to remind your swimmer to take a big breath when they are ready to put their face in the water. This prevents them from accidentally putting their face in and inhaling under water. 	<ul style="list-style-type: none"> • Using a smaller body of water, like a bath tub, encourage learners to put their faces in the water, and also help them begin to understand breath control. <p>Set Up:</p> <ul style="list-style-type: none"> • You are pirates looking for buried treasure! ARRGG! • Begin by placing several sinking items at the bottom of the tub (you may give them goggles if they'd like). • When they are ready, remind them to take a big breath, and ask them to find a SPECIFIC item at the bottom of the tub. • They will have to submerge themselves underwater, taking a big enough breath to hold themselves under the water until they are able to locate the item you asked them to find.
<p>RECOVERY PHASE: Cool down activity</p> <p>Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.</p>		
<p>EVALUATION PHASE:</p> <ul style="list-style-type: none"> • Teacher records information about learners' performance and/or behaviour • Teacher inform learners of next Physical Education lesson topic and end lesson 		



RESOURCE:

- Whistle
- Stopwatch
- Bathtub filled with water



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TOPIC: FITNESS		WEEK 6-8	
SKILL/S	ACTIVITY		
<ul style="list-style-type: none">RunningRotatingElevationCatching	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none">Different ways to loco-motor, rotate, elevate and balance, using various parts of the body with controlA variety of modified invasion gamesRhythmic movements with focus on postureBasic track and field athletics and swimming activitiesSchools may choose any activities that suit them given their context.		
	Formations: (lines, rows, circles, dispersed, individually, paired, seated etc.) correspond to the activities to be realised	INITIAL PHASE: Warm up activity <ul style="list-style-type: none">Joint mobilitystretchingPreparatory games/activities	
CORE PHASE: Main activities Skill development is most important. Adequate time is needed to practice new skills	Year 1	Year 2	
	Activity 1:Running Before learners engages in actual distances running they need to get some techniques right and these include: How to run properly: Posture Good posture involves training your body to walk and run, and indeed sit and lie, in a certain way. Positions where the least strain is placed on joints, supporting muscles and ligaments during movement are best. Good posture when <i>running</i> is key to ensure you don't create imbalances in your muscles, which often lead to injuries. The teacher instruct learners to do a spot run incorporating the following: <ul style="list-style-type: none">Keep their chin lifted	Activity 1: Running Before learners engages in actual distances running they need to get some techniques right and these include: How to run properly: Arm swing Although running predominantly uses your legs to power you through, your arms also play an important role. The teacher instruct learners to do a spot run incorporating the following: <ul style="list-style-type: none">Stand up straight with their knees slightly bent, their feet shoulder-width apart and their arms stretched horizontally to the sides.Cross their arms at the front and the quickly bring them back as far as they can. Repeat.	

	<ul style="list-style-type: none"> • Stand up straight with their shoulders back and neutral spine • Keep their hips high, distributing their weight evenly on both hips • Keep their feet flat on the floor • Try not to look at the ground when running – keep their gaze upright and forward <p>Begin by jogging slowly and make sure they are facing you.</p> <p>Tell them to pump their hands from hip to hip. Demonstrate the movement and make sure they are doing the same.</p> <p>Start to speed up your movements slightly and bring your knees up high and ask them to bring their knees up high as well</p> <p>Finally ask them to run very fast on the spot for five seconds as if they are running a race.</p>	<p>The teacher instructs learners to run across a soccer field and incorporate all the factors in the photograph.</p>  <p>Head Keep it level, avoid pointing chin up or down. Look ahead. Keep good posture. Relax your face.</p> <p>Shoulders Keep them relaxed and over your hips, back straight, run tall.</p> <p>Hands Keep them loose, like you're holding eggshells between your fingers.</p> <p>Arms Swing at a 90 degree angle at your sides. Avoid swinging arms across your chest.</p> <p>Feet Try to land feet under your body, not in front of it. Try to maintain a high cadence.</p> <p>Knees Keep them slightly bent and try not to lift them too high.</p> <p>SportTracks</p>
<p>RECOVERY PHASE: Cool down activity</p> <p>Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.</p>		
<p>EVALUATION PHASE:</p> <ul style="list-style-type: none"> • Teacher records information about learners' performance and/or behaviour • Teacher inform learners of next Physical Education lesson topic and end lesson 		
<p>RESOURCES</p> <ul style="list-style-type: none"> • Whistle • School ground/open space 		

TOPIC: SPORT		WEEK 6-8	
SKILL/S	ACTIVITY		
<ul style="list-style-type: none">RunningJumpingHoppingSteppingLandingCatchingPassing	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none">Different ways to loco-motor, rotate, elevate and balance, using various parts of the body with controlA variety of modified invasion gamesRhythmic movements with focus on postureBasic track and field athletics and swimming activitiesSchools may choose any activities that suit them given their context.		
	Formation: lines, rows, circles, dispersed, individually, paired, seated etc.		INITIAL PHASE: Warm up activity <ul style="list-style-type: none">Joint mobilitystretchingPreparatory games/activities
CORE PHASE: Main activities Skill development is most important. Adequate time is needed to practice new skills	Year 1		Year 2
	Activity 1: Netball (Catching) How to Throw a Netball Ball?  Take a firm hold of the netball ball with both hands and with your fingers open. Push the ball away from your chest (torso). Use enough force to propel the ball towards your intended target. How to Catch a Ball in Netball		Activity 1: Netball (Passing)Passing  There are 5 different types of passes – the chest pass, bounce pass, lob, overhead pass and shoulder pass. <ul style="list-style-type: none">Practice drilling (both two handed and single hand), these passes are used in game.For a two handed chest and bounce pass, your palms and thumbs should make a “W” behind the ball. Remember to keep your elbows tucked.

	<p>Catch the ball with your fingers spread wide open. Doing so gives you a better grip when you receive it. The catching techniques end by bringing the ball back in and snug towards your chest. The better players find this gives them extra control.</p> <p>Catching the High Netball Ball</p> <p>Catching the ball when it is high in the air is not as difficult as you may expect. Reach your hands towards the ball as it moves through the air and towards you.</p> <p>Grab it with both hands and - much like a normal catch. Keep your fingers spread open to get a better grip of the ball and bring down towards your chest for extra control.</p>	<ul style="list-style-type: none"> • Keep your body weight distributed on both feet, with one foot slightly in front of the other. • As you pass the ball, push forward with your arms but also move your body weight forward onto your front foot. This will give it extra force and momentum.
<p>RECOVERY PHASE: Cool down activity</p> <p>Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.</p>		
<p>EVALUATION PHASE:</p> <ul style="list-style-type: none"> • Teacher records information about learners' performance and/or behaviour • Teacher inform learners of next Physical Education lesson topic and end lesson 		
<p>Resources</p> <ul style="list-style-type: none"> • Whistle • Netball • School ground/open space/Netball court 		

TOPIC: GAMES		WEEK 6-8	
SKILL/S	ACTIVITY		
<ul style="list-style-type: none">RunningChasingTagging	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none">Different ways to loco-motor, rotate, elevate and balance, using various parts of the body with controlA variety of modified invasion gamesRhythmic movements with focus on postureBasic track and field athletics and swimming activitiesSchools may choose any activities that suit them given their context.		
	Formation: lines, rows, circles, dispersed, individually, pared, seated etc.		INITIAL PHASE: Warm up activity <ul style="list-style-type: none">Joint mobilitystretchingPreparatory games/activities
CORE PHASE: Main activities Skill development is most important. Adequate time is needed to practice new skills	Year 1		Year 2
	Activity 1: Games that include rotation, elevation and balance (groups) Activity 1.1 : Catch My Tail  <ul style="list-style-type: none">Each learner to have a cloth tucked into the sides or back of their shorts/skirtsOn command (whistle, clap), all learners to begin, to move throughout the demarcated activity area attempting to steal the tail of others without having their tail stolen.Learners are not allowed to make body contact with each other or hold		Activity 1: Games that include rotation, elevation and balance (groups) Activity 1.1: Beat the Ball  <ul style="list-style-type: none">All but 1 learner form a circle large enough for them to be able to throw the ball around to each other.The additional learner is a runner starting beside the learner with the ball.On "GO" the ball is thrown around the circle, while the runner races around the outside trying to beat the ball back to the start.

	<p>on to their tail while stealing or protecting their tails.</p> <ul style="list-style-type: none"> • Introduce hand-soccer to the learners. Hand-soccer is played by passing the ball between learners from the same team to score a goal in the opponents playing area. The goal target could be a bag, two cones, a chair etc. Rule is that the ball must remain airborne. If it drops to the ground, possession is then handed over to the opponents 	<ul style="list-style-type: none"> • The runner wins if they can beat the ball around the circle. • The ball must pass to every learner in the circle before reaching the original learner • Change runners and include different ball manipulations (skip/jumps, strike). <p>Activity 1.2: Over and Under</p>  <ul style="list-style-type: none"> • Have learners line up behind each other in groups of 4 to 6, spreading out one arm's length distance apart. • Give the learner in front of the line a ball. • Learners pass the ball either over their head or under their legs to their teammates, alternating methods with each learner (first learner passes over their head, second learner passes under their legs, third learner over their head and so on). • After each pass learners must run, skip or jumps to the back of the line and start passing the ball over their head or under their legs again. • Play until one group's ball reaches the finish line. • Teacher must bring variations into the activity: <ul style="list-style-type: none"> • Pass the ball around the side • Add a sprint at the end of the chain for the last learner to
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		sprint to a cone, turn and then move to the back of the line
RECOVERY PHASE: Cool down activity Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.		
EVALUATION PHASE: <ul style="list-style-type: none"> • Teacher records information about learners' performance and/or behaviour • Teacher inform learners of next Physical Education lesson topic and end lesson 		
RESOURCES: <ul style="list-style-type: none"> • Cloth/string • School ground/open space • Whistle 		

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Year 1 - 2

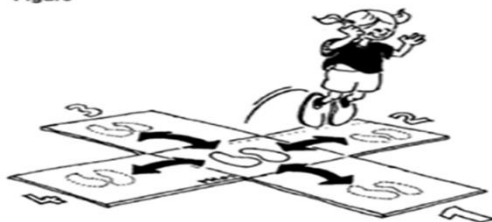
TERM 2

Weeks 1 – 10

TOPIC: FITNESS		WEEK 1-3	
SKILL/S	ACTIVITY		
<ul style="list-style-type: none">BalancingJugglingWalkingRunning	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none">Different ways to loco-motor, rotate, elevate and balance, using various parts of the body with controlA variety of modified invasion gamesRhythmic movements with focus on postureBasic track and field athletics and swimming activitiesSchools may choose any activities that suit them given their context.		
	Formations: (lines, rows, circles, dispersed, individually, pared, seated etc.) correspond to the activities to be realised		INITIAL PHASE: Warm up activity <ul style="list-style-type: none">Joint mobilitystretchingPreparatory games/activities
CORE PHASE: Main activities Skill development is most important. Adequate time is needed to practice new skills	Year 1		Year 2
	Activity 1: Running: activities that promotes agility, speed, power , strength and flexibility Fun games <ol style="list-style-type: none">The group will be divided into teams (2 or more) and placed in a relay format.The learners will balance (e.g. on the head) a bean bag (or any other object) and try to maintain balance whilst racing (walking, running, etc.)Introduce the egg-and-spoon race. Any object can be used in the absence of eggs.Learners will run or walk between two cones 20m apartIntroduce learners to the two-legged race which comprise of learners running in pairs. Use a rubber-band to connect the left leg of one learner with the right leg of the other learner. 		Activity 1: Running: activities that promotes agility, speed, power , strength and flexibility Fun games <ol style="list-style-type: none">The group will be divided into teams (2 or more) and placed in a relay format.The learners will juggle a ball (e.g. tennis ball with a racket) whilst racing (walking or running, etc.).Introduce learners to the sack race. Provide learners with hessian bags. Learners will step into the bag with both feet.Learners will hop with their bag between two cones placed 15m apart.

Activity 1.2: Cross Hop

Cross Hop
Brief description: Two feet hops with change of direction
Figure



- From the centre of a jumping cross the learner jumps forward, backward and to the sides. Specifically, the starting point is from the centre of the cross forward; then backward to the centre; then to the right and back to the centre; then to the left and back to the centre; and, finally, backward and back to the centre.
- Each team member has a 15-second-time limit in which he/she tries to carry out as many two-footed bounces as possible.
- Each square (front, centre, both sides, back) is scored with one point so that in one round a maximum of eight points can be obtained. Out of two trials (chances) the best one is scored.
- Place 4 mini-hurdles 50cm apart and have learners hop over each one and return to the back of the line and continue.
- Allow learners to complete 4 sets



- Now learners move to running through the agility ladder. First round will be with one foot in each block. In the second-round learners will run through the ladder but with both feet in each block. Learners will complete 4 sets.



Activity 1.2 Forward Squat Jumps

Forward Squat Jumps
Brief description: Two feet forward hops from a squat position
Figure



- From a starting line the learners carry out a “frog-jump” one after another (“frog-jump”: two feet forward squat jump).
- The first learner of the team stands with the tips of the toes at the starting line. He/she then squats down and jumps forward as far as possible, landing on both feet.
- The teacher marks the landing point that is nearest to the starting line (heels). If a learner falls back the landing point of his/her hand for example is the one marked.
- The landing point, in turn, becomes the starting line for the second jumper of the team, who carries out his/her “frog-jump” from there. The third team-mate jumps from the landing point of the second one, and so on.
- The event is completed when the last member of the team has jumped over the landing point that is marked.



Teachers can bring in their variations of these drills.

- Learners remain in their groups but are required to run through the agility ladder side-ways with one foot in each block.
- This is followed by learners running side-ways but stepping into and out of each block with both feet.



- Learners then move to the mini-hurdles and are required to hop side-ways over each of the 4 hurdles which are placed 50cm apart.

RECOVERY PHASE: Cool down activity


Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.

EVALUATION PHASE:

- Teacher records information about learners' performance and/or behaviour
- Teacher inform learners of next Physical Education lesson topic and end lesson

RESOURCES

- Whistle
- School ground/open space
- Bean bags
- Racquets
- Balls

TOPIC: SPORT		WEEK 1-3	
SKILL/S	ACTIVITY		
Jumping Dribbling Dodging Grip	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none">Different ways to loco-motor, rotate, elevate and balance, using various parts of the body with controlA variety of modified invasion gamesRhythmic movements with focus on postureBasic track and field athletics and swimming activitiesSchools may choose any activities that suit them given their context.		
	Formations: (lines, rows, circles, dispersed, individually, paired, seated etc.) correspond to the activities to be realised		INITIAL PHASE: Warm up activity <ul style="list-style-type: none">Joint mobilitystretchingpreparatory games/activities
CORE PHASE: Main activities Skill development is most important. Adequate time is needed to practice new skills	Year 1		Year 2
	<p>Activity 1: Hockey (Grip)</p> <p>The first grip is called the basic grip, which is used to control and move the ball.</p> <p>The teacher instructs learners to practice the basic grip/holding the stick.</p> <ul style="list-style-type: none">Learners should lay the stick flat side facing to the ground and the rounded side of the stick facing up.  <ul style="list-style-type: none">With the left hand, grab the stick at the top, close the fingers around to form the grip.		<p>Activity 1: Dribbling: the ability to control while running</p> <p>The controlled dribble consists of a series of short taps in the direction in which the player chooses to move.</p> <ul style="list-style-type: none">The hands should be spread 25-35 centimetres apart to gain greater control of the stick. <p>To perfect the skill of dribbling, the teacher instructs learners to:</p> <ul style="list-style-type: none">Each learner to have a stick and a ballOn signal, learners should change the direction while maintaining control of the ball. <p>Learners should dribble and dodge imaginary tacklers or dodge around a set of cones. Partners may act as</p>



Once the left hand is established, add the right hand.



- Place the right hand comfortably on the stick towards the lower part of the grip.



- The hockey stick should be held with both hands and carried as low to the ground as possible. This is called the **double V grip**. V grip, the V between thumb and index finger down the inside edge of the stick.

tacklers



RECOVERY PHASE: Cool down activity

Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.

EVALUATION PHASE:

1. Teacher records information about learners' performance and/or behaviour
2. Teacher inform learners of next Physical Education lesson topic and end lesson

RESOURCES



- Hockey stick
- Hockey ball

- School ground/open space
- Whistle

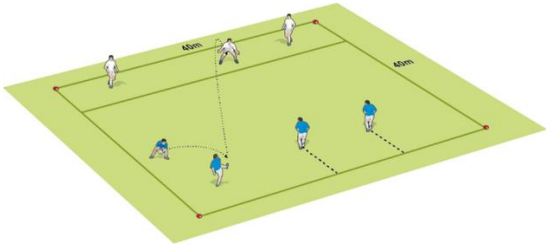
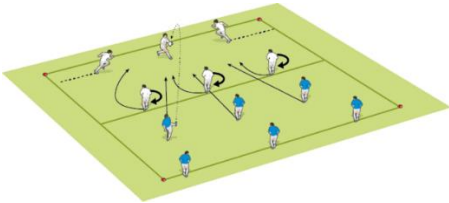
TOPIC: SPORT		WEEK 1-3
SKILL/S	ACTIVITY	
Running Dodging	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none"> • Different ways to loco-motor, rotate, elevate and balance, using various parts of the body with control • A variety of modified invasion games • Rhythmic movements with focus on posture • Basic track and field athletics and swimming activities • Schools may choose any activities that suit them given their context. 	
	Formations: (lines, rows, circles, dispersed, individually, paired, seated etc.) correspond to the activities to be realised	INITIAL PHASE: Warm up activity <ul style="list-style-type: none"> • Joint mobility • Stretching • Preparatory games/activities
CORE PHASE: Main activities Skill development is most important. Adequate time is needed to practice new skills	Year 1	Year 2
	Activity 1: Obstacle course Station 1 : Skip 5 times backwards with a rope Station 2: Astride jumps in between the rungs of the agility ladders. Station 3: Climb over dust bins or empty buckets Station 4 : Walk on ten bricks spaced out in a zig zag path Station 5: Crawl under a row of small desks Station 6: Do a tyre run Station 7: Jump over boxes of different heights and widths	Activity 1: Obstacle Course Station 1 Crawl under or over a row of chairs. Station 2 Crawl under a string stretched between two chair legs. Station 3 Jump into and out of a Hula-Hoop five times Station 4 Walk on a balance board to the other side Station 5 Throw a beanbag into a laundry basket. Station 6 Run while balancing a beanbag on your head. Station 7

		Do a ring toss Station 8 Play one hole of newspaper golf. Station 9 Do a handstand or 5 bunny hops Station 10 Skip in place while reciting a jump rope rhyme.
RECOVERY PHASE: Cool down activity Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.		
EVALUATION PHASE: <ul style="list-style-type: none"> Teacher records information about learners' performance and/or behaviour Teacher inform learners of next Physical Education lesson topic and end lesson 		
RESOURCES <ul style="list-style-type: none"> Log/pole (for balance) Obstacles/objects (for climbing over) School ground/open space Whistle 		

TOPIC: FITNESS		WEEK 4-5
SKILL/S	ACTIVITY	
marching jumping functional training skills Jogging	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none"> Different ways to loco-motor, rotate, elevate and balance, using various parts of the body with control A variety of modified invasion games Rhythmic movements with focus on posture Basic track and field athletics and swimming activities Schools may choose any activities that suit them given their context. 	
	Formations: (lines, rows, circles, dispersed, individually, paired, seated etc.) correspond to the activities to be realised	INITIAL PHASE: Warm up activity <ul style="list-style-type: none"> Joint mobility stretching preparatory games/activities
	Year 1	Year 2

<p>CORE PHASE:</p> <p>Main activities</p> <p>Skill development is most important. Adequate time is needed to practice new skills</p>	<p>Circuit training</p> <ol style="list-style-type: none"> 1. Divide learners into groups of 6. 2. The groups will rotate to a different station upon a signal from the teacher. Station 1: high knee marches on the spot Station 2: star jumps Station 3: push ups Station 4: squats 3. Learners will spend 2 minutes at every station before moving on to the next station on the whistle from the teacher. 4. After the two sets of the circuit provide a variation at each station – teacher decides on the variation based on the learners' skills levels. 	<p>Circuit training</p> <ol style="list-style-type: none"> 1. Divide learners into groups of 6 2. The groups will rotate to a different station upon a signal from the teacher. 3. Station 1: jogging on the spot 4. Station 2: plank 5. Station 3: mountain climbers 6. Station 4: sit ups <p>Learners will spend 2 minutes at every station before moving on to the next station on the whistle from the teacher.</p> <p>After the two sets of the circuit provide a variation at each station – teacher decides on the variation based on the learners' skills levels.</p> 
<p>RECOVERY PHASE: Cool down activity</p> <p>Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.</p>		
<p>EVALUATION PHASE:</p> <ul style="list-style-type: none"> • Teacher records information about learners' performance and/or behaviour • Teacher inform learners of next Physical Education lesson topic and end lesson 		
<p>RESOURCES</p> <ul style="list-style-type: none"> • Whistle • School ground/open space • Mats • Markers 		

TOPIC: SPORT		WEEK 4-5	
SKILL/S	ACTIVITY		
<ul style="list-style-type: none">• Kicking• Passing• Running• Catching• Dodging	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none">• Different ways to loco-motor, rotate, elevate and balance, using various parts of the body with control• A variety of modified invasion games• Rhythmic movements with focus on posture• Basic track and field athletics and swimming activities• Schools may choose any activities that suit them given their context.		
	Formations: (lines, rows, circles, dispersed, individually, paired, seated etc.) correspond to the activities to be realised		INITIAL PHASE: Warm up activity <ul style="list-style-type: none">• Joint mobility• Stretching• Preparatory Games/Activities
CORE PHASE: Main activities Skill development is most important. Adequate time is needed to practice new skills	Year 1		Year 2
	Rugby: Place kick Description: Kickers tee the ball up at their preferred angle (start with it upright, first-time kickers). Look at the posts and take the wind into account when lining up for the kick. Once kickers are lined up and ready they should keep their eyes on the ball. Place the non-kicking foot beside the ball and the kicking foot behind it, then take around 5 steps straight back and 2 to the side of the non-kicking foot. This will vary for each player, everyone needs to find a position comfortable for them. Move towards the ball, place the non-kicking foot back beside the ball where it started. Keep the head down looking at the ball, with the non-kicking sidearm out horizontally for balance. Extend the kicking leg through the ball, pointing at the posts on the follow-through.		Rugby: Grubber Kick Description: When thinking of using a grubber kick the kicker should select a target, often a gap in the defense. After deciding where to kick the ball, it is then very important that the kicker's eyes stay focused on it. The kicker should lean forward so that their head is comfortably over the ball. Hold the ball vertically with the hands across the seams. The kicker then drops the ball, points their toes towards the ground, keeps the knee bent and over the ball. Strike the upper half of the ball, with the laces, just before it bounces. Extend the leg through to a low, straight position, this should send the ball along the ground.
	1. Play in groups of 3v3. A player with the ball makes the first pass to a player who kicks the ball to one of the three		

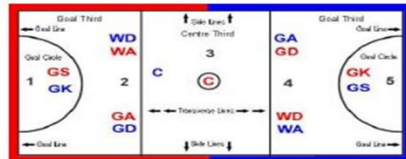
	<p>opponents facing him and his two team mates chase the kick.</p> <p>2. The three counter attackers field the ball then attack the two defenders chasing the kick.</p> 	<p>Game situation</p> 
<p>RECOVERY PHASE: Cool down activity</p> <p>Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.</p>		
<p>EVALUATION PHASE:</p> <ul style="list-style-type: none"> • Teacher records information about learners' performance and/or behaviour • Teacher inform learners of next Physical Education lesson topic and end lesson 		
<p>RESOURCES</p> <ul style="list-style-type: none"> • Cones • Rugby ball • School ground/open space • Whistle 		

TOPIC: GAMES		WEEK 4-5	
SKILL/S	ACTIVITY		
Running Dodging Catching	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none">• Different ways to loco-motor, rotate, elevate and balance, using various parts of the body with control• A variety of modified invasion games• Rhythmic movements with focus on posture• Basic track and field athletics and swimming activities• Schools may choose any activities that suit them given their context.		
	Formations: (lines, rows, circles, dispersed, individually, paired, seated etc.) correspond to the activities to be realised	INITIAL PHASE: Warm up activity <ul style="list-style-type: none">• Joint mobility• stretching• Preparatory games/activities	
CORE PHASE: Main activities Skill development is most important. Adequate time is needed to practice new skills	Year 1	Year 2	
	Activity 1: Cranes and crows Set up: <ul style="list-style-type: none">• Use the centre line as a starting point.• The Crows line up along one side of it, back-to-back of the Cranes who line up on the other side.• The teacher or leader will call out either 'Crows' or 'Cranes'.• If 'Cranes' (blue team) is called out, the Cranes chase the Crows to their side, trying to tag them.• If 'Crows' (yellow team) is called out, the Crows chase the Cranes to their side, trying to tag them.• Repeat as desired or until one team has all been caught and have no more players.	Activity 1: Mr Wolf Set up: <ul style="list-style-type: none">• One learner is chosen to be Mr Wolf, who then stands at one end of the playing area.• The other learners stand in a line at the other end.• Mr Wolf turns his back to commence play.• The other learners call out, "What's the time Mr Wolf?" and Mr Wolf turns and answers with a time (i.e. 3 o'clock).• He then turns his back again while the learners advance again chanting "What's the time Mr Wolf?" To which Mr Wolf will continue to respond until the learners come very close.	

		<ul style="list-style-type: none"> Once the line of learners is close to Mr Wolf, he can respond to the chant with "It's dinner time!" at which point, he will chase the learners back to the starting line with the aim to catch one of the them, who will then become Mr Wolf for the next round of the game.
RECOVERY PHASE: Cool down activity Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.		
EVALUATION PHASE: <ul style="list-style-type: none"> Teacher records information about learners' performance and/or behaviour Teacher inform learners of next Physical Education lesson topic and end lesson 		
RESOURCE <ul style="list-style-type: none"> School ground/open space Whistle 		

TOPIC: FITNESS		WEEK 6-8
SKILL/S	ACTIVITY	
Running Throwing	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none"> Different ways to loco-motor, rotate, elevate and balance, using various parts of the body with control A variety of modified invasion games Rhythmic movements with focus on posture Basic track and field athletics and swimming activities Schools may choose any activities that suit them given their context. 	
	Formations: (lines, rows, circles, dispersed, individually, paired, seated etc.) correspond to the activities to be realised	INITIAL PHASE: Warm up activity <ul style="list-style-type: none"> Joint mobility stretching Preparatory games/activities
CORE PHASE: Main activities Skill development is most important.	Year 1	Year 2
	Activity 1: Running Zigzag	

<p>Adequate time is needed to practice new skills</p>	<p>Demonstrate running in a straight, curved and zigzag pathway.</p> <p>Time</p> <ul style="list-style-type: none"> • 10 to 20 minutes <p>Materials</p> <ul style="list-style-type: none"> • Items for an obstacle course, such as cones, boxes, chairs, or masking tape <p>Directions</p> <p>Set up a running obstacle course that will require rapid shifts of the body so you get a sense of quick movements and precision.</p> <p>Example: run around the climbing structure, crawl through a box or large snap together cube, walk on a balance beam, zigzag around cones or two-litter bottles weighted with sand or rocks</p> <p>Extensions</p> <p>After running the course a few times, make up new directions like walk around the chair, jump to the chalk line, run back to the blocks, etc.</p>	<p>Activity 1: power running</p> <p>Set up:</p> <ul style="list-style-type: none"> • Set up markers such as cones about 7 meters apart. • Make sure you are warmed up; consider adding this drill to the end of a brisk jog. • Sprint from one marker to the other and back. That is 1 repetition. • Do 6 repetitions as fast as you can. • Time your result for the entire 6 repetitions. • Rest for 5 minutes. • Repeat the drill.
<p>RECOVERY PHASE: Cool down activity</p> <p>Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.</p>		
<p>EVALUATION PHASE:</p> <ul style="list-style-type: none"> • Teacher records information about learners' performance and/or behaviour • Teacher inform learners of next Physical Education lesson topic and end lesson 		
<p>RESOURCES</p> <ul style="list-style-type: none"> • School ground/open space • Whistle 		

TOPIC: SPORT		WEEK 6-8																								
SKILL/S	ACTIVITY																									
<ul style="list-style-type: none">• Throwing• Passing• Handling• Shooting• Defending• Running• Dodging	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none">• Different ways to loco-motor, rotate, elevate and balance, using various parts of the body with control• A variety of modified invasion games• Rhythmic movements with focus on posture• Basic track and field athletics and swimming activities• Schools may choose any activities that suit them given their context.																									
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CORE PHASE: Main activities Skill development is most important. Adequate time is needed to practice new skills	Year 1	Year 2																								
	Activity 1: Basketball: lay up How the Drill Works: <ul style="list-style-type: none">• Players weave from half court ending in a layup by a wing player. The middle player rebound the ball, outlet passes, and then the ball is back to the start. Purpose: <ul style="list-style-type: none">• A fast paced drill that works on passing and layups while at full speed and under time pressure. A great drill to get the intensity up at training. Setup: <ul style="list-style-type: none">• Three even lines at half court with at least two players in each. Can be as many more as you have.• One basketball in the middle line.	Activity 1: Netball: Positions Netball is a fast-paced, non-contact sport. Each team has seven players who all have different positions.Each player has a designated area on the court where they are allowed to move.  <table><thead><tr><th>Position</th><th>Responsibilities</th><th>Court Area</th></tr></thead><tbody><tr><td>GS</td><td>To score goals and to work in and around the circle with the GA</td><td>1 & 2</td></tr><tr><td>GA</td><td>To feed and work with GS and to score goals</td><td>1, 2 & 3</td></tr><tr><td>WA</td><td>To feed the circle players giving them shooting opportunities</td><td>2 & 3</td></tr><tr><td>C</td><td>To take the Centre Pass and to link the defence and the attack</td><td>2, 3 & 4</td></tr><tr><td>WD</td><td>To look for interceptions and to prevent the WA from feeding the circle</td><td>3 & 4</td></tr><tr><td>GD</td><td>To win the ball and reduce the effectiveness of the GA</td><td>3, 4 & 5</td></tr><tr><td>GK</td><td>To work with the GD and to prevent the GS from scoring goals</td><td>4 & 5</td></tr></tbody></table> Activity : Centre pass The aim is practice different passing options at the center pass.		Position	Responsibilities	Court Area	GS	To score goals and to work in and around the circle with the GA	1 & 2	GA	To feed and work with GS and to score goals	1, 2 & 3	WA	To feed the circle players giving them shooting opportunities	2 & 3	C	To take the Centre Pass and to link the defence and the attack	2, 3 & 4	WD	To look for interceptions and to prevent the WA from feeding the circle	3 & 4	GD	To win the ball and reduce the effectiveness of the GA	3, 4 & 5	GK	To work with the GD and to prevent the GS from scoring goals
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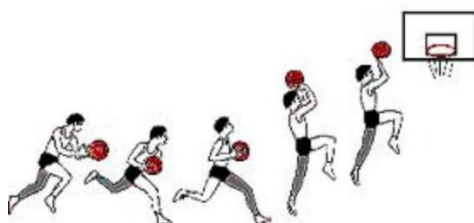
Instructions

Instructions for doing this drill for a right hand layup. Reverse everything for left hand.

- The middle line player passes the ball to the player running down the left wing who immediately passes it to the player running down the right wing for a layup.
- Immediately after the left wing player passes the ball they must sprint across the court and get ready to receive the outlet pass.
- The middle player who started the drill runs down the middle and rebound the ball after the right wing has performed a layup and continued through.
- The middle player then turns and passes the ball to the outlet player who catches and immediately passes to the next person in line in the middle line at half court.
- As soon as the middle player catches the ball the next group repeat the same process.

Scoring System:

- The team competes against the clock to make as many layups as they can in a certain amount of time.
- The drill is run for 2 - 3 minutes.



Composition: 8 players, 4 attackers and 4 defenders in two-thirds of the court.

- Players position themselves in standard centre pass formations.
- C passes to GA who has made a diagonal drive into the centre third. Meanwhile the WA drives to the top of the shooting area to receive the next pass.
- WA passes to the GS, who will shoot.

	Variations: Left Hand - Reverse the whole drill and have your team perform the drill with a left hand layup instead of right hand.	
RECOVERY PHASE: Cool down activity Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.		
EVALUATION PHASE: <ul style="list-style-type: none"> Teacher records information about learners' performance and/or behaviour Teacher inform learners of next Physical Education lesson topic and end lesson 		
RESOURCES <ul style="list-style-type: none"> Netball Basketball Netball/Basketball court Whistle 		

TOPIC: GAMES		WEEK 6-8	
SKILL/S	ACTIVITY		
<ul style="list-style-type: none">• Throwing• Passing• Handling• Shooting• Defending• Running• Dodging• Drilling	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none">• Different ways to loco-motor, rotate, elevate and balance, using various parts of the body with control• A variety of modified invasion games• Rhythmic movements with focus on posture• Basic track and field athletics and swimming activities• Schools may choose any activities that suit them given their context.		
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CORE PHASE: Main activities Skill development is most important. Adequate time is needed to practice new skills	Year 1	Year 2	
	Activity 1: Basketball shooting drill Setup:	Activity 1: Mini soccer dribbling drills Drill set up: <ul style="list-style-type: none">• Split the team into groups of three with one ball per group	

	<ul style="list-style-type: none"> • Two lines at the top of the key. Both have two basketballs in each line. • One line of players on the lower end of each wing. <p>Instructions:</p> <ul style="list-style-type: none"> • The first players from the top of the key dribble down to the wing on their respective sides. At the same time, the wing player should be making cut towards the baseline. • Making sure to change speeds, the wing player explodes up towards the wing and receives the hand-off and performs a certain shot. • The person that hands off the basketball joins the end of the wing line. • The shooter rebounds their basketball and then joins the line at the top of the key on the opposite side from the one they shot from. • The drill is run for about 5 minutes. <p>Variations:</p> <p>Shooter - Step back and shoot without dribbling, one-dribble pull up from the elbow, two dribble attack the rim for a layup, drive baseline as if the defender cheated under the screen.</p>	<ul style="list-style-type: none"> • Set one cone a metre or two from one of the side walls • The first player will dribble across the field towards the opposite side of the field • When the player reaches the cone, they should play the ball off the field. • They should then collect the rebound from the wall and dribble back across the field to the starting line. • Once the learner gets 5 metre from the front of the line, the working player should pass to the next person who repeats this pattern.
<p>RECOVERY PHASE: Cool down activity</p> <p>Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.</p>		
<p>EVALUATION PHASE:</p> <ul style="list-style-type: none"> • Teacher records information about learners' performance and/or behaviour • Teacher inform learners of next Physical Education lesson topic and end lesson 		
<p>RESOURCES</p> <ul style="list-style-type: none"> • Soccer/Basketball 		

- Open ground
- Whistle

DRAFT

Year 1 - 2


TERM 3

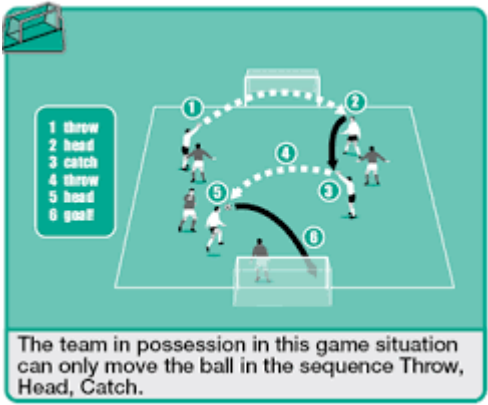
Weeks 1 – 10

TOPIC: FITNESS		WEEK 1-3	
SKILL/S	ACTIVITY		
Jumping Running Tagging	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none">• Different ways to loco-motor, rotate, elevate and balance, using various parts of the body with control• A variety of modified invasion games• Rhythmic movements with focus on posture• Basic track and field athletics and swimming activities• Schools may choose any activities that suit them given their context.		
	Formations: (lines, rows, circles, dispersed, individually, paired, seated etc.) correspond to the activities to be realised	INITIAL PHASE: Warm up activity <ul style="list-style-type: none">• Joint mobility• stretching• Preparatory games/activities	
CORE PHASE: Main activities Skill development is most important. Adequate time is needed to practice new skills	Year 1	Year 2	
	Activity 1: Cardiovascular lap running Cardio exercises can have many beneficial effects on a person's body. Running in place When running in place, a person moves their body as if they were running, but they stay in one space. Running in place can reduce <u>muscle fatigue</u> , improve aerobic exercise ability, and strengthen muscles. Running in place can be part of an interval workout. This is where a person completes repetitions of different exercises in a set time. An example of an interval workout that includes running in place is the following:	Activity 1: Cardiovascular lap running Cardio exercises can have many beneficial effects on a person's body. Running in place When running in place, a person moves their body as if they were running, but they stay in one space. Running in place can reduce <u>muscle fatigue</u> , improve aerobic exercise ability, and strengthen muscles. Running in place can be part of an interval workout. This is where a person completes repetitions of different exercises in a set time. An example of an interval workout that includes running in place is the following: <ul style="list-style-type: none">• Run in place for 2 minutes.• Increase speed for 1 minute.	

	<ul style="list-style-type: none"> • Run in place for 2 minutes. • Increase speed for 1 minute. • Rest for 1 minute. • Jog in place for 3 minutes. • Rest for 1 minute. <p>Safety issues</p> <ul style="list-style-type: none"> • Make sure learners warm up before and cool down after every workout session giving their body time to recover between workouts. <p>Activity 1.2: “Shark and Minnows”</p> <p>How to play?</p> <ul style="list-style-type: none"> • Choose between one to four learners to be the “sharks”. They will stand in the middle of the playing area. • The rest of the learners are “minnows”. They must attempt to cross the playing area. The minnows stand on one edge of the playing field. • The game starts with the sharks shouting “<i>Fishy, fishy, fishy, come swim in my sea!!</i>” • The minnows respond with “<i>Sharky, sharky, sharky, you can’t catch me!</i>”, then they attempt to run from one side of the playing area to the other without being tagged. • When a minnow is tagged, they become a shark and will try to tag the other minnows. • The final one or two minnows are declared the winners and will start as sharks in the next round. 	<ul style="list-style-type: none"> • Rest for 1 minute. • Jog in place for 3 minutes. • Rest for 1 minute. • Step up and down for three minutes on the stairs • Rest for 1 minute • Butt kicks for 1 minute • Rest for 1 minute <p>Safety issues</p> <ul style="list-style-type: none"> • Make sure learners warm up before and cool down after every workout session giving their body time to recover between workouts. <p>Activity 1.2: Pony express</p> <p>How to play?</p> <ul style="list-style-type: none"> • Start by dividing the learners into two teams. • Have the team’s line up on opposite sides of the circle. The first player should be standing on the circle line with the rest of the players standing behind him or her. The first player in the line holds the baton if you decided to use one. • When you say go, the first players on both teams will start running around the circle in a clockwise direction. They have two goals — either to reach their starting point and hand their baton to the next player without being tagged OR to tag their opponent. • If the player successfully makes it to their starting point and hands the baton off, they walk to the end of
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		<p>their team's line and awaits their next go.</p> <ul style="list-style-type: none"> • Play continues until one player manages to catch the player on the other team.
RECOVERY PHASE: Cool down activity Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.		
EVALUATION PHASE: <ul style="list-style-type: none"> • Teacher records information about learners' performance and/or behaviour • Teacher inform learners of next Physical Education lesson topic and end lesson 		
RESOURCES <ul style="list-style-type: none"> • Baton • Stairs/choir bench • School ground/open space • Whistle 		

TOPIC: SPORT		WEEK 1-3	
SKILL/S	ACTIVITY		
Passing Control Dribbling Striking Heading Defending	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none">Different ways to loco-motor, rotate, elevate and balance, using various parts of the body with controlA variety of modified invasion gamesRhythmic movements with focus on postureBasic track and field athletics and swimming activitiesSchools may choose any activities that suit them given their context.		
	Formations: (lines, rows, circles, dispersed, individually, paired, seated etc.) correspond to the activities to be realised	INITIAL PHASE: Warm up activity <ul style="list-style-type: none">Joint mobilityStretchingPreparatory Games/Activities	
CORE PHASE: Main activities Skill development is most important. Adequate time is needed to practice new skills	Year 1	Year 2	
	<p>Soccer Heading skills game</p> <p>Set up a 30 metre x 20 metre pitch with two goals. Have two teams of four players each.</p> <p>Both teams should put a player in goal when defending but have all players out on the pitch when attacking.</p> <p>Both teams attempt to score using attacking headers but can only move the ball by using the following soccer drill sequence:</p> <ul style="list-style-type: none">The first player throws the ball to a second teammate who heads it to a third teammate who catches the ball.Once thrown the other team can win the ball by “out-heading” their opponents, or intercepting the ball with their hands in the catching phase	<p>Hockey Striking:</p> <p>The hit is used for longer passing because it generates the most speed. Start with the ball in the control box and the player in a balance position. The hands must come together for the hit. The left hand remains at the top of the stick and the right hand slides up so that the hands are together. From this position the player swings the stick back towards the right shoulder. It is essential to keep the head down the whole way through this sequence. The player now swings the stick down, keeping the left arm almost straight and the eyes on the ball. The player then swings through the ball, following through in the direction of the target.</p> <div></div> <p>Activity 1:</p> <ul style="list-style-type: none">Players line up in groups, each group behind a cone.	

		<ul style="list-style-type: none"> • The first player in each group dribble the ball to the next cone and hit the ball into the goal box. • The second player start to dribble to the cone and hit the ball from the second cone. • First player returns and stand at the back of the line. • Continue until everyone had a turn
RECOVERY PHASE: Cool down activity Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.		
EVALUATION PHASE: <ul style="list-style-type: none"> • Teacher records information about learners' performance and/or behaviour • Teacher inform learners of next Physical Education lesson topic and end lesson 		
RESOURCES <ul style="list-style-type: none"> • Whistle • School ground/open space • Soccer ball • Hockey ball 		

TOPIC: FITNESS		WEEK 4-5	
SKILL/S	ACTIVITY		
<ul style="list-style-type: none">• Catching• Kicking• Passing• Running• Push-ups• Press-ups	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none">• Different ways to locomote, rotate, elevate and balance, using various parts of the body with control• A variety of modified invasion games• Rhythmic movements with focus on posture• Basic track and field athletics and swimming activities• Schools may choose any activities that suits them given their context.		
	Formations: (lines, rows, circles, dispersed, individually, paired, seated etc.) correspond to the activities to be realised		INITIAL PHASE: Warm up activity <ul style="list-style-type: none">• Joint mobility• Stretching• Preparatory Games/Activities
	Year 1		Year 2

<p>CORE PHASE:</p> <p>Main activities</p> <p>Skill development is most important. Adequate time is needed to practice new skills</p>	<p>Activity 1: strength squat jumps</p> <p>Getting started:</p> <ul style="list-style-type: none"> • Stand with feet shoulder width and knees slightly bent. • Bend your knees and descend to a full squat position. • Engage through the quads, glutes, and hamstrings and propel the body up and off the floor, extending through the legs. With the legs fully extended, the feet will be a few centimetres (or more) off the floor. • Descend and control your landing by going through your foot (toes, ball, arches, and heel) and descend into the squat again for another explosive jump. • Upon landing immediately repeat the next jump. 	<p>Activity 1: strength press ups</p> <p>Getting started:</p> <ul style="list-style-type: none"> • Get down on all fours, placing your hands slightly wider than your shoulders. • Straighten your arms and legs. • Lower your body until your chest nearly touches the floor. • Pause then push yourself back up. • Repeat. <p>The teacher can also add these variations:</p> <p>Activity 2: Wall push-ups</p> <ul style="list-style-type: none"> • Doing a standing push-up against the wall is a good starting place if you're new to this move. By standing, you put less pressure on your joints. • With your feet shoulder-width apart, stand about an arm's length away from a wall. • Place your palms on the wall as you lean forward into a standing plank position. Your arms should be shoulder height and shoulder-width apart. • Inhale as you bend your elbows and slowly move your upper body toward the wall while keeping your feet flat on the ground. • Hold this position for a second or two. • Exhale and use your arms to push your body slowly back to your starting position.
<p>RECOVERY PHASE: Cool down activity</p> <p>Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.</p>		
<p>EVALUATION PHASE:</p> <ul style="list-style-type: none"> • Teacher records information about learners' performance and/or behaviour • Teacher inform learners of next Physical Education lesson topic and end lesson 		

RESOURCES

- Whistle
- School ground/open space
- Mats
- Wall

TOPIC: SPORT		WEEK 4-5	
SKILL/S	ACTIVITY		
Running Passing Catching Bouncing	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none">• Different ways to locomote, rotate, elevate and balance, using various parts of the body with control• A variety of modified invasion games• Rhythmic movements with focus on posture• Basic track and field athletics and swimming activities• Schools may choose any activities that suits them given their context.		
	Formations: (lines, rows, circles, dispersed, individually, paired, seated etc.) correspond to the activities to be realised	INITIAL PHASE: Warm up activity <ul style="list-style-type: none">• Joint mobility• Stretching• Preparatory Games/Activities	
CORE PHASE: Main activities Skill development is most important. Adequate time is needed to practice new skills	Year 1	Year 2	
	Activity 1: Netball: Chest Passing, bounce pass and overhead pass <ul style="list-style-type: none">• For a two handed chest pass and bounce pass, learners palms and thumbs should make a “W” behind the ball• Learners must keep the body weight distributed on both feet with one foot slightly in front of the other.• As the learner pass the ball, they must push forward with their arms but also move their body	Activity 1: Netball: Catching and passing Description: Players: 3 players <ul style="list-style-type: none">• Select one player to be the passing player and the other 2 players to be receiving players.• The passing player should stand 8 metres apart from the receiving players. Receiving players should line up one behind the other.	

	<p>weight forward onto their front foot.</p> <p>How to do the netball passing?</p> <ul style="list-style-type: none"> Split players into groups of at least 10 players with one ball between them inside a square grid Players work in pairs (1-4) who start opposite one another. The ball starts with the number 1 The ball is passed around the outside of the grid After the player has thrown the ball they switch places with their partner. Players do the skill practice for 1 minute then rotate clockwise to the next number start point. 	<ul style="list-style-type: none"> On a whistle, the first receiving player drives directly towards the passing player with a strong, straight sprint. The passing player throws the ball to the receiving player who must catch it with the no stepping rule in mind. Once the ball is received, it is passed back (re-offered) to the original passing player. Once the netball leaves their hands, the receiving player must move to the side, either left or the right then back to the starting position in line behind their teammate. Moving to the side acts as a 'clearing run' - immediately clearing a space for the next receiving player to drive forward and receive the ball from the passing player to repeat the process. Each movement should flow smoothly and quickly with little or no time when either of the receiving players are stationary. <p>Variations:</p> <ul style="list-style-type: none"> The passing player can alternate between chest passes, shoulder passes or bounce passes to practice passing technique. The receiving players can practice 'clearing' to the sides with a number of netball-specific movements such as jogging wide and side steps.
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RECOVERY PHASE: Cool down activity Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.
EVALUATION PHASE: <ul style="list-style-type: none"> Teacher records information about learners' performance and/or behaviour Teacher inform learners of next Physical Education lesson topic and end lesson
RESOURCES <ul style="list-style-type: none"> Whistle School ground/open space Netball

TOPIC: FITNESS		WEEK 6-8
SKILL/S	ACTIVITY	
<ul style="list-style-type: none"> Jogging Hopping Jumping Skipping Throwing 	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none"> Different ways to locomote, rotate, elevate and balance, using various parts of the body with control A variety of modified invasion games Rhythmic movements with focus on posture Basic track and field athletics and swimming activities Schools may choose any activities that suits them given their context. 	
	Formations: (lines, rows, circles, dispersed, individually, paired, seated etc.) correspond to the activities to be realised	INITIAL PHASE: Warm up activity <ul style="list-style-type: none"> Joint mobility Stretching Preparatory Games/Activities
CORE PHASE: Main activities Skill development is most important. Adequate time is needed to practice new skills	Year 1	Year 2
	Circuit station Activity 1: Whole- Body Circuit station Station 1: Squat <ul style="list-style-type: none"> Bend your knees and lower them until they are at 90 degrees Press into your heels to stand up Repeat for 30-60 seconds 	Activity 1.1: Circuit Station Description: There should be 20 seconds rest after each exercise and rest for 2 to 3 minutes after each circuit. Station 1: Squat Jumps: 10 to 15 repetitions

	<p>Station 2: Jumping rope</p> <ul style="list-style-type: none"> • Jump with both feet together, jumping only an inch or so off the floor • Land on the balls of your feet with knees soft • Repeat for 30 seconds to 1 minute <p>Station 3: Lunges</p> <ul style="list-style-type: none"> • Bend both knees and lower to the floor into a lunge • Try going as low as you can or until your knees are at 90 degree angles. The back knee does not have to touch the floor • Press into your front heel to stand up and repeat for 30 seconds • Switch sides and repeat for 30 seconds. <p>Station 4: March or jog in place</p> <ul style="list-style-type: none"> • Jog in place and press your arms overhead. • Every 15 seconds switch so that you are jogging with high knees • Repeat for 30 to 60 seconds. <p>Station 5: Squats and front kick</p> <ul style="list-style-type: none"> • Stand with your feet together • Bring your right knee up and extend your leg in front kick • Lower down into a low squat, your knees behind your toes and kick with your left leg • Repeat (right kick, squat, left kick) for one to three minutes. 	<p>Station 2:</p> <p>Calf Raises: 15 to 20 repetitions</p> <p>Station 3</p> <p>Bench Dips: 10 to 15 repetitions</p> <p>Station 4:</p> <p>Abdominal Crunches: 15 to 20 repetitions</p> <p>Station 5:</p> <p>Walking Lunges 15 to 20 repetitions</p> <p>Station 6:</p> <p>Twist Crunches 15 to 20 repetitions</p> <p>Activity 1.2: Score</p> <ul style="list-style-type: none"> • Place a bucket at each end of the playing area. Divide the class into small groups. • Each group forms a line behind a bucket. • Select a designated loco-motor skill (e.g., jog, hop, jump, and skip). On signal, one learner from each group selects a ball from the bucket, carries it to the bucket at the end of his/her lane while performing the designated loco-motor movement, and slam-dunks the ball into the bucket. • After successfully slam-dunking the ball into the bucket, the child returns to the end of that line and awaits his/her next turn.
<p>RECOVERY PHASE: Cool down activity</p> <p>Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.</p>		

EVALUATION PHASE:


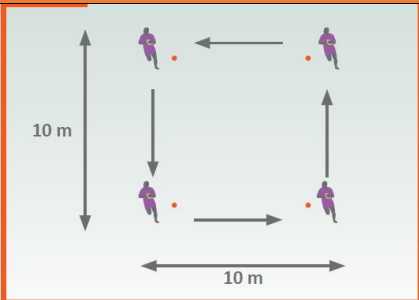
- Teacher records information about learners' performance and/or behaviour
- Teacher inform learners of next Physical Education lesson topic and end lesson


RESOURCES

- Whistle
- School ground/open space
- Skipping rope

TOPIC: SPORT		WEEK 6-8	
SKILL/S	ACTIVITY		
Running Passing Drilling Touching	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none">• Different ways to locomote, rotate, elevate and balance, using various parts of the body with control• A variety of modified invasion games• Rhythmic movements with focus on posture• Basic track and field athletics and swimming activities• Schools may choose any activities that suits them given their context.		
	Formations: (lines, rows, circles, dispersed, individually, paired, seated etc.) correspond to the activities to be realised	INITIAL PHASE: Warm up activity <ul style="list-style-type: none">• Joint mobility• Stretching• Preparatory Games/Activities	
CORE PHASE: Main activities Skill development is most important. Adequate time is needed to practice new skills	Year 1		Year 2
	Activity 1: Soccer: One on one controlled dribble drill Objective: The objective of the drill is to help players harness ball control and handling. Set-up		Activity 1: Soccer: Circular one dribble drill Objective: The objective of the drill is to help players make quick touches to cut the ball around the circle area. Set-up

	<p>Set up a 20m by 20m pitch using cones to mark the corners. Make two 4m goals at each end line.</p> <p>Execution</p> <ul style="list-style-type: none"> • The game starts in the middle of the pitch, and anyone can start with the ball. • For a player to score, he must dribble the other player before attempting to play the ball through the goal cones. • After a player scores, the other player starts with the ball from their end line (where the other player scored). • The quickest to scores 3-5 goals wins. Depending on the coach's decision. <p>Coaching tips</p> <p>Maximum effort must be put into this drill, and the players must control the ball and make sure they dribble a lot.</p>	<p>Set up at least 10 cones in radius 5-10m. The distance of one cone to the other must be short.</p> <p>Execution</p> <ul style="list-style-type: none"> • The players must move the ball round and round the circle. • The players do this as many times as possible. • The drill must be carried out at a top speed of each player. <p>Coaching tips</p> <p>The players must raise their head even as they dribble, not to concentrate on the ball at all time.</p>
<p>RECOVERY PHASE: Cool down activity</p> <p>Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.</p>		
<p>EVALUATION PHASE:</p> <ul style="list-style-type: none"> • Teacher records information about learners' performance and/or behaviour • Teacher inform learners of next Physical Education lesson topic and end lesson 		
<p>RESOURCES</p> <ul style="list-style-type: none"> • Whistle • School ground/open space • Soccer ball • Obstacles/objects (for climbing over) 		

TOPIC: GAMES		WEEK 6-8	
SKILL/S	ACTIVITY		
Running Passing Catching	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none">Different ways to locomote, rotate, elevate and balance, using various parts of the body with controlA variety of modified invasion gamesRhythmic movements with focus on postureBasic track and field athletics and swimming activitiesSchools may choose any activities that suits them given their context.		
	Formations: (lines, rows, circles, dispersed, individually, paired, seated etc.) correspond to the activities to be realised	INITIAL PHASE: Warm up activity <ul style="list-style-type: none">Joint mobilityStretchingPreparatory Games/Activities	
CORE PHASE: Main activities Skill development is most important. Adequate time is needed to practice new skills	Year 1	Year 2	
	 Banana run <ol style="list-style-type: none">Place four cones on each point of a square (5 m X 5 m).Divide the learners into four groups and place each group at a coneInstruct the front learner from one group to run to the centre of the grid, then change direction ('straighten the line') and run	 Running into space <ol style="list-style-type: none">Running into spaceForm a 10 m x 10 m grid using four cones.Divide learners into groups of four and place one learner at each coneOne learner starts with the ball, passes it with their feet to a learner and follows their pass	

	<p>perpendicularly to the opposite and adjacent cones</p> <ol style="list-style-type: none"> The learner should receive a pass from the stationary learner from an adjacent cone and pass the ball again to a learner in the opposite group The learners from the adjacent group, which just passed the ball, should then run a similar angle, receiving a pass and then passing it again Once learners have completed their angled run and catch and pass, they should join the opposite cone's group Teacher to provide variations to add value to the activity 	<ol style="list-style-type: none"> Once the learner gets to the receiver, they need to touch the ground at the foot of the receiver before returning back to his cone Teacher brings in variations to ensure that the learners remain excited about the activity. Have fun! 
<p>RECOVERY PHASE: Cool down activity</p> <p>Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.</p>		
<p>EVALUATION PHASE:</p> <ul style="list-style-type: none"> Teacher records information about learners' performance and/or behaviour Teacher inform learners of next Physical Education lesson topic and end lesson 		
<p>RESOURCES</p> <ul style="list-style-type: none"> Whistle School ground/open space Soccer ball Cones 		

Year 1 - 2

TERM 4

Weeks 1 – 10

TOPIC: FITNESS		WEEK 1-3	
SKILL/S	ACTIVITY		
Kicking Passing running	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none">• Different ways to loco-motor, rotate, elevate and balance, using various parts of the body with control• A variety of modified invasion games• Rhythmic movements with focus on posture• Basic track and field athletics and swimming activities• Schools may choose any activities that suit them given their context.		
	Formations: (lines, rows, circles, dispersed, individually, paired, seated etc.) correspond to the activities to be realised	INITIAL PHASE: Warm up activity <ul style="list-style-type: none">• Joint mobility• stretching• Preparatory games/activities	
CORE PHASE: Main activities Skill development is most important. Adequate time is needed to practice new skills	Year 1	Year 2	
	Activity 1: Circuit training Create a number of skill stations. At each station, learners are required to work through a progression of skills, from basic to more advance. <ul style="list-style-type: none">• Learners jog to the station, follow the directions for the skill, and attempt to perform the task correctly at each progressive level.• At each station, provide learners with criteria to evaluate their skill performance. After a prescribed time period, learners record on a card the level they were able to achieve and then move to the next station.	Circuit training: Learners perform different activities at these stations for 10 minutes each with 3 minutes resting time between each station: Station 1: Step-ups Station 2- side lying leg-lifts Station 3 – Jumping on the spot swinging legs sideways Station 4- Heel raises Station 5- Jogging on the spot Station 6 - Curl-ups Station 7- Bicep curls	

Examples of stations:**Station 1:**

- Learners work in pairs and do passing and catching with the tennis passed at knee high
- Learners work in pairs and throws a tennis ball against the wall for the team-mate to catch the rebound.

Station 2

- Learners work in pairs and do passing and catching with the tennis passed at knee high. Catching is done with one hand and learners change hands after catching 5 balls.

Station 3

- Learners are required to hit a target with an overhead throw of the tennis ball. Each gets 3 throws in 2 sets.

Station 4

- Learners work in pairs and try to catch a ball coming over the shoulder

**Activity 2: Cardiovascular fitness:
circuit training**

Learners perform different activities at these stations: One minute per station.



Station 1: Running over mini-hurdles

Station 2: Wall squats

Station 3: Astride jumps over the two ropes lying next to each other on ground 30cm apart.

	<p>Jump with both feet in between ropes and then astride.</p> <p>Station 4: Step hops from one cone to the next cone 5m apart</p> <p>Station 5: Plank</p> <p>Station 6: Step up and down stairs or long bench</p>	
RECOVERY PHASE: Cool down activity Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.		
EVALUATION PHASE: <ul style="list-style-type: none"> Teacher records information about learners' performance and/or behaviour Teacher inform learners of next Physical Education lesson topic and end lesson 		
RESOURCES <ul style="list-style-type: none"> Whistle School ground/open space 		

TOPIC: SPORT		WEEK 1-3	
SKILL/S	ACTIVITY		
Swimming Batting Receiving Passing Overhand serving Underhand serving	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none">Different ways to loco-motor, rotate, elevate and balance, using various parts of the body with controlA variety of modified invasion gamesRhythmic movements with focus on postureBasic track and field athletics and swimming activitiesSchools may choose any activities that suit them given their context.		
	Formations: (lines, rows, circles, dispersed, individually, paired, seated etc.) correspond to the activities to be realised		INITIAL PHASE: Warm up activity <ul style="list-style-type: none">Joint mobilityStretchingPreparatory Games/Activities
CORE PHASE: Main activities	Year 1	Year 2	
Skill development is	Cricket: Take guard by holding the bat upright	Cricket: Take guard by holding the bat upright	

<p>most important. Adequate time is needed to practice new skills</p>	<p>Fundamentals of batting – forward defence</p> <ul style="list-style-type: none"> • The forward defence is one of the most commonly used shots in cricket. The prime objective of playing a forward defence shot is to block the ball than to score runs. It aims to prevent the ball from hitting the wicket or the player's pads. <p>The technique:</p> <ul style="list-style-type: none"> • Lean towards the ball with head and shoulder forward of body • Get your head in line with the ball. • Step forward to pitch of ball with weight on bent front leg. • Diamond shape maintained by arms throughout the shot. Hands forward of bat face on impact, below eye level. • Complete the shot looking over the top of the bat handle with elbow close to head. • Fingers and thumb bottom hand gripped maintained on impact, acting as shock absorber. • Allow the ball to come onto the bat • Angle the bat towards the ground so the ball does not go in the air.  <p>Volleyball Overhand and Underhand Serve</p>	<p>Fundamentals of batting – backward defence</p> <ul style="list-style-type: none"> • The backward defensive stroke is played to a short-pitched ball in line with the stumps, which is not short enough to play an attacking shot. • The back foot is moved back and across to the line of the ball with the front foot naturally following it. <p>The technique:</p> <ul style="list-style-type: none"> • The right foot must be moved back and across in front of the stumps. • The left foot should be automatically brought across so that the stumps are completely protected. • The toe of the right foot should point towards the extra cover or mid-off region. • The full weight of the body should be taken on the right foot. • The right hand slides down to the bottom of the handle, to give added control. Try to play the ball towards the bowler or mid-on rather than towards cover. • For a rising ball, the right hand should be left loose. • The bat in its downward path should pass just outside the right pad as it comes forward to meet the ball • Allow the ball to come onto the bat 
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- Volleyball is a team sport in which two teams of six players are separated by a net. Each team tries to score points by grounding a ball on the other team's court under organized rules.
- Server must serve from behind the end line until after contact.
- Ball may be served underhand or overhand.
- Ball must be clearly visible to opponents before serve.
- Served ball may graze the net and drop to the other side for a point
- The higher the level of play you reach, the more challenging it becomes.
- If you are starting out, the main difficulty lies in understanding the rules and executing proper techniques. In general, volleyball is an easy sport to learn but a difficult sport to master.
- Teacher allows learners to play volleyball with very basic rules and to get a feel of the sport.



Tennis

- Tennis is a game played on a rectangular-shaped court, which can be one of many surfaces.

Activity 2: Volleyball Receiving and Passing

- Volleyball is a team sport in which two teams of six players are separated by a net.
- Teacher goes through the basic rules of volleyball
- 6 players on a team, 3 on the front row and 3 on the back row.
- Maximum of three hits per side.
- Player may not hit the ball twice in succession (A block is not considered a hit)
- Ball may be played off the net during a volley and on a serve.
- A ball hitting a boundary line is "in"
- Teacher introduces the game but learners to follow the basic rules.



Tennis:

A tennis match:

- **Coin Toss.** Before any tennis match begins, the players meet at center of court to determine who will serve first and from which side of the court that will be from.
- **Serving Faults.** The beginning of every point in tennis starts with a serve. Player tosses the ball into the air and attempts to hit it across the

- It is either played with two players (singles match), or four players (doubles match). Players stand on opposite sides of the net and use a stringed racquet to hit the ball back and forth to each other.
- A player scores one-point score 15 if you score two points score 30. If you score three points score 40. And if you score four points and are at least two points ahead you win the game.
- Players/teams cannot touch the net or posts or cross onto the opponent's side. -Players/teams cannot carry the ball or catch it with the racquet.
- Players cannot hit the ball twice.
- Players must wait until the ball passes the net before they can return it.



Swimming : Freestyle

- Freestyle refers to a style of swimming in which the swimmer has the freedom to choose his or her own stroke. Freestyle is also known as the front crawl.
- When swimming this stroke, your body will be in a prone position on your stomach and face toward the water.
- Both your arms and legs will pull you through the water, while your torso remains stable.

net into the opponents service box diagonally across the court


- **Sets/Games** – a player must win 6 games to win a set. To win a game a player must score 4 points before the opponent
- **Tiebreakers** – if players are tied at 6 games each then the set winner is decided by a tiebreaker which requires a different scoring and the first player to reach 7 points with a 2 point gap over the opponent will be the winner
- **Deuce** is called when both players scored are tied at 40-40. The first player to score 2 consecutive points will be the set winner
- Teacher allows learners to participate in playing a game of 4 points and then rotating to give all learners an opportunity.



Swimming

Breaststroke is executed with the body facing down.


- The arms perform semi-circular movements, and the legs perform a frog kick.
- This style allows you to swim with your head above the water and therefore breathe freely and keep your eyes open.

	<ul style="list-style-type: none"> • Your arms will move in an alternating fashion. • It is the fastest stroke because it involves a continuous propulsive force from alternating arms and simultaneous kicking. 	<ul style="list-style-type: none"> • For advanced swimmers and competition swimmers, dip their head underwater during the glide phase, which improves their position in the water and reduces drag.
RECOVERY PHASE: Cool down activity Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.		
EVALUATION PHASE: <ul style="list-style-type: none"> • Teacher records information about learners' performance and/or behaviour • Teacher inform learners of next Physical Education lesson topic and end lesson 		
RESOURCES <ul style="list-style-type: none"> • Whistle • School ground/open space • Swimming pool • Cricket bat • Tennis ball • Racquet 		

TOPIC: GAMES		Week 1-3	
SKILL/S	ACTIVITY		
Running jumping	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none">• Different ways to loco-motor, rotate, elevate and balance, using various parts of the body with control• A variety of modified invasion games• Rhythmic movements with focus on posture• Basic track and field athletics and swimming activities• Schools may choose any activities that suit them given their context.		
	Formations: (lines, rows, circles, dispersed, individually, paired, seated etc.) correspond to the activities to be realised		INITIAL PHASE: Warm up activity <ul style="list-style-type: none">• Joint mobility• Stretching• Preparatory Games/Activities
CORE PHASE: Main activities Skill development is most important. Adequate time is needed to practice new skills	Year 1		Year 2
	Activity 1: Athletic games: Jump The River Description: <ul style="list-style-type: none">• Design a simulated river area. The river is created by double lines representing the banks of the river and should vary in width from narrow to wide to accommodate a variety of jumping abilities.• Demonstrate various ways to jump over the river, using a running/jogging approach, a standing approach, and a leap.• Designate which approach to use and observe the learner jumps.• After each jump, learners return to the starting area over a bridge.• As learner skills improve, move them along the river to perform more difficult jumps.		Activity 1: Athletic games: Flags Description: <ul style="list-style-type: none">• Place two cones 30 m apart with two 'flags' in the middle exactly 15 m from each cone. The 'flags' can be tennis balls or relay batons, or any object the learners can pick up.• Divide the learners into two groups, with one group standing behind cone 1 and the other behind cone 2• On command (whistle, clap), one learner from each group sprints from his cone to the middle and picks up a flag (ball or baton), before sprinting back to the cone and handing it over to next learner• The second learner from each group must then sprint and place the cone back in the middle before returning to the cone to tag in the next learner• This continues until each learner has had a turn

		<ul style="list-style-type: none"> • Repeat no more than four times for each learner. • Teacher introduces variations in the activity to continue the excitement. Fun!! 
RECOVERY PHASE: Cool down activity Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.		
EVALUATION PHASE: <ul style="list-style-type: none"> • Teacher records information about learners' performance and/or behaviour • Teacher inform learners of next Physical Education lesson topic and end lesson 		
RESOURCES <ul style="list-style-type: none"> • Whistle • School ground/open space • Flags • Cones 		

TOPIC: FITNESS		WEEK 4-5	
SKILL/S	ACTIVITY		
Running Jumping	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none">• Different ways to loco-motor, rotate, elevate and balance, using various parts of the body with control• A variety of modified invasion games• Rhythmic movements with focus on posture• Basic track and field athletics and swimming activities• Schools may choose any activities that suit them given their context.		
	Formations: (lines, rows, circles, dispersed, individually, paired, seated etc.) correspond to the activities to be realised		INITIAL PHASE: Warm up activity <ul style="list-style-type: none">• Joint mobility• Stretching• Preparatory Games/Activities

	Year 1	Year 2
CORE PHASE: Main activities Skill development is most important. Adequate time is needed to practice new skills	Activity 1: Athletics: Running relays  <p>Description:</p> <ul style="list-style-type: none"> • Divide learners into two equal groups and have them line up one behind the other in their groups. • Set up a cone 10 m away from each group • The learners will need to carry their cricket bats for this activity. • When the teacher blows the whistle, the learners at the front of the line must run to the cone opposite their group and then back again. • The learner must slide the bat when reaching the cone and then change hands on the bat as they turn for the return run. • All learners should complete two singles facing a particular direction (off or leg side) • Once the first learner has completed his two singles, the next one begins. • The team that completes this activity the quickest, wins • Encourage learners to swap the bat between the left and right hand when turning so they can face the direction from which the ball will be thrown. 	Activity 1: Standing long jump <p>Description</p> <ul style="list-style-type: none"> • Teach learners to take off from two feet and land on two feet • Teach the learners to bend their legs and swing their arms back when preparing to take off, to stretch out whilst in the air; and to “land like a frog” with bent legs in the sandpit • Teach the learners to swing their arms forward and up on take-off. • Ask them to clap their hands above their heads whilst in the air, alternatively ask them to imagine that they are jumping up and swinging on monkey bars. • Teach learners to land with their feet close together and at the same time.
	RECOVERY PHASE: Cool down activity Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.	
	EVALUATION PHASE: <ul style="list-style-type: none"> • Teacher records information about learners’ performance and/or behaviour 	

- Teacher inform learners of next Physical Education lesson topic and end lesson

RESOURCES

- Whistle
- School ground/open space
- Cricket bats
- Cones

TOPIC: SPORT		WEEK 4-5
SKILL/S	ACTIVITY	
<ul style="list-style-type: none"> • Running • Dancing • Turning/rotating • Gymnastics • Hopping 	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none"> • Different ways to loco-motor, rotate, elevate and balance, using various parts of the body with control • A variety of modified invasion games • Rhythmic movements with focus on posture • Basic track and field athletics and swimming activities • Schools may choose any activities that suit them given their context. 	
	Formations: (lines, rows, circles, dispersed, individually, paired, seated etc.) correspond to the activities to be realised	INITIAL PHASE: Warm up activity <ul style="list-style-type: none"> • Joint mobility • Stretching • Preparatory Games/Activities
CORE PHASE: Main activities Skill development is most important. Adequate time is needed to practice new skills	Year 1	Year 2
	Gymnastics - Rhythmic with hand apparatus (Hoops) <ul style="list-style-type: none"> • Learners are encouraged to choreograph a rhythmic gymnastics sequence with a hoops. • Teach learners the different movements with a hoops. • The hoop is held lightly with the thumb and fingers encircling it. • <u>Movements:</u> 	Gymnastics - Rhythmic with hand apparatus (Balls) <ul style="list-style-type: none"> • Learners are encouraged to choreograph a rhythmic gymnastics sequence with a ball. • Teach learners the different movements with a ball. • The movements are: throwing, catching, rolling, bouncing, carrying and swinging.

	<ul style="list-style-type: none"> Swinging movements: <ul style="list-style-type: none"> <u>-Swing across the body:</u> Stand in a wide straddle with weight on the right foot, the arms extended to the sides and the hoop held in the right hand, palm facing backward. Swing the hoop downward across the body to the left, then swing it back to the right side. Transfer weight from side to side while swinging the hoop. <u>-Change hands in front of the body:</u> Stand in a wide straddle with weight on the right foot, the arms extended to the sides and the hoop held in the right hand with palm facing backward. Swing the hoop downward and upward in front of the body then change hoop to the left hand (palm upward) and swing it to the left side. The hoop will do a turn in front of the body. Repeat to opposite side. Transfer weight from side to side as you follow the movement of the hoop. <u>Circle in front of the body:</u> Stand with the arms extended to the sides, holding the hoop in the right hand with palm of the hand facing forward. Circle the hoop inward by straightening the fingers and thumb and releasing their grasp on the hoop. The hoop circles between thumb and index finger and on the palm and the back of the hand. First make one circle and then two circles. Practice with other hand also. <u>Throwing and catching:</u> The hoop can be thrown with one hand and caught with the same hand, the other hand or both hands. Can be thrown with both hands and caught with one or both hands. <u>Two-handed throw:</u> Stand with the knees slightly bent and the hoop held with both hands in an outside grip at the right side of the body. Swing the arms forward 	<ul style="list-style-type: none"> Ball should rest in the front part of the palm and never be grasped or held in a wrist grasp. <u>Movements:</u> <ul style="list-style-type: none"> <u>- Forward swing:</u> Stand, feet together, with the ball in the right hand, the right arm extended backward and the left arm extended forward. Swing the right arm forward to shoulder height, change the ball to the left hand, and swing the left hand back. Continue swinging arms forward and back. <u>Swing across the body:</u> Stand in a wide straddle, the ball in the right hand and the arms in side extension. Swing the right arm across the body to the left, change the ball to the left hand and swing it across to the right side. The body should sway from side to side with the ball swing. <u>Forward circling:</u> Stand with the ball in the right hand, the right arm extended backward, and the left arm extended forward. Circle the ball in a complete circle forward, upward, backward and forward again. Change to the left hand in front of the body and continue to the left. <u>Circling around the body:</u> Stand with the ball in the right hand, the arms in side extension. Swing the ball across the front of the body to
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and up and throw the hoop slightly upward. Reach and catch it with both hands and swing the arms downward and backward to the starting position.

One-handed throw: Stand with the arms at the sides and the hoop in the right hand, the palm of the hand facing inward. Swing the right arm forward and up, and throw the hoop upward in front of the body. Catch the hoop with the right hand. The whole body should follow the up and down motion of the hoop. Practice with other hand.

Rolling movements: Roll in front of body: Stand in a wide straddle, with weight on the right foot, arms extended to the side and the hoop in the right hand, palm facing downward. Place the hoop on the floor and roll it along the floor from right to left while shifting weight to the left foot. Stop it with the left foot.

Jumping movements:

Basic forward jump: Stand holding the horizontal hoop with both hands in front of the body, palms facing downward. Swing the hoop downward and jump through it; then swing it upward, overhead, and forward to the starting position.



Swimming: Freestyle

One Arm Drill:

This drill is used to isolate one arm, and practice a long stroke and body position. In freestyle one arm is stationary, always extended forward pointing toward the destination, while the other arm performs the

the left. Change to the left hand, carry the ball behind the body, and change to the right hand.

Side floor roll: Stand in a wide stride, the ball in the right hand, the arms in side extension. Roll ball along the floor to the left, letting it roll up into the left hand as the weight is shifted to the left, and the trunk is bend.

Bounce with arm swing: Stand with the ball held in both hands in front of the body. Drop the ball in front of the body, let the arm swing horizontally to the sides and back to front position, catching the ball. The knees and body should “give” with the bounce.

Bounce with knee bend

Bounce ball in front across the body

Bounce under the leg

Throwing and catching movements:

Two-hand throw: Stand holding the ball in both hands low in front of the body. Bend the knees slightly, then throw the ball upward, getting a complete extension throughout the body and rising up to the toes. As the ball descends, catch it with the fingertips and let the body bend slightly as the hands carry the ball down to the starting position.

One-hand throw

Overhead throw

stroke. A board can be used where the front arm is holding a kicking board. As the arm trade places, they hand off the board to each other.

How will it help?

- It will improve your balance
- It will help with your rotation
- The swimmer will focus on one arm at the time



Front swing throw

- Groups are given time to prepare a sequence with at least five different movements.



Swimming: Backstroke

Backstroke Technique

1. The body must be as horizontal and streamlined as possible, with the head inline, eyes looking upwards and remaining steady throughout.

2. The alternating leg kick originates from the hip and remains within the body width.

3. Toes are pointed with ankles relaxed, and the knees bend slightly with each kick.

4. The knee bend provides power on the upbeat phase of the kick, finishing as the toes break the water surface.


5. The hands enter the water with little-finger first, palm outwards with the upper arm just brushing past the ear.

6. The arm pulls through an S shape pathway, finishing at the hip, palm downwards.

7. One arm begins to pull as the other recovers over the water surface.

8. Breathing should be regular

9. The leg kick and arm actions should be controlled.

		
RECOVERY PHASE: Cool down activity Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.		
EVALUATION PHASE: <ul style="list-style-type: none"> Teacher records information about learners' performance and/or behaviour Teacher inform learners of next Physical Education lesson topic and end lesson 		
RESOURCES <ul style="list-style-type: none"> Whistle School ground/open space Swimming pool Hoops Rhythmic ball Music 		

TOPIC: GAMES		WEEK 4-5	
SKILL/S	ACTIVITY		
Jogging Hopping Jumping Skipping Throwing	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none">• Different ways to loco-motor, rotate, elevate and balance, using various parts of the body with control• A variety of modified invasion games• Rhythmic movements with focus on posture• Basic track and field athletics and swimming activities• Schools may choose any activities that suit them given their context.		
	Formations: (lines, rows, circles, dispersed, individually, paired, seated etc.) correspond to the activities to be realised		INITIAL PHASE: Warm up activity <ul style="list-style-type: none">• Joint mobility• Stretching• Preparatory games/activities

	Year 1	Year 2
<p>CORE PHASE:</p> <p>Main activities</p> <p>Skill development is most important. Adequate time is needed to practice new skills</p>	<p>Activity 1: Athletic games:</p> <p>Relay Running</p> <ol style="list-style-type: none"> 1. Divide learners into two equal groups and have them line up one behind the other in their groups. 2. Set up a cone 10 m away from each group 3. The learners will need to carry their cricket bats for this activity. 4. When the teacher blows the whistle, the learners at the front of the line must run to the cone opposite their group and then back again 5. All learners should complete two singles facing a particular direction (off or leg side) 6. Once the first learner has completed his two singles, the next one begins 7. The team that completes this the quickest, wins 8. Encourage learners to swap the bat between the left and right hand while running so they can get into position to face the next ball when reaching the stumps. 	<p>Figure 31</p> <p>Mini Cricket: Running on the pitch:</p> <ol style="list-style-type: none"> 1. In this activity, learners practise running between the wickets with a partner out on the pitch. 2. Divide learners into two groups, with one team batting and the other fielding 3. The fielders stand on the boundary of the field (± 40 m from the pitch). 4. The teacher rolls out a ball to the fielding team 5. As the teacher releases the ball, the first batsman in the batting team sets off for two runs, turning and changing hands in the correct manner 6. At the same time, the fielder attempts to pick up the ball, pass it to the keeper and run out the batsman 7. Once the batsman has been run out, the next batsman and keeper come in to play.

	<p>Activity 2: Athletic games: relay running: (Sneaky Feet) Description:</p> <ul style="list-style-type: none"> • For this activity, a large play area, an assortment of balls, and several hoops. • Divide the class into four or more groups. Each group starts with 5 balls in a hoop. • On signal, all learners run to another group's hoop, take a ball, and hand dribble it back to their own hoop. There is no defence in this game. • At the end of the allotted time, the team with more than 5 balls in their hoop wins the game. • Teacher introduces variations in the game. All the hoops are placed in a straight line with the 5 balls inside. • On the command of the teacher each learner gets a chance to roll his ball toward a line 20m away. • The learner rolling the ball should chase the ball and retrieve it only after it has passed the 20m marker. • Learner collects the ball and races back to the hoop where the next learner will follow the same process. 	
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	<ul style="list-style-type: none"> The team that completes the process first wins the relay race 	
RECOVERY PHASE: Cool down activity Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.		
EVALUATION PHASE: <ul style="list-style-type: none"> Teacher records information about learners' performance and/or behaviour Teacher inform learners of next Physical Education lesson topic and end lesson 		
RESOURCES <ul style="list-style-type: none"> An assortment of appropriately sized balls School ground/open space Cricket bats and balls Hoop Whistle School ground 		

TOPIC: FITNESS		WEEK 6-8	
SKILL/S	ACTIVITY		
Jogging/Running Jumping	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none">• Different ways to loco-motor, rotate, elevate and balance, using various parts of the body with control• A variety of modified invasion games• Rhythmic movements with focus on posture• Basic track and field athletics and swimming activities• Schools may choose any activities that suit them given their context.		
	Formations: (lines, rows, circles, dispersed, individually, paired, seated etc.) correspond to the activities to be realised	INITIAL PHASE: Warm up activity <ul style="list-style-type: none">• Joint mobility• Stretching• Preparatory games/activities	
CORE PHASE: Main activities Skill development is most important. Adequate time is needed to practice new skills	Year 1	Year 2	
	Activity 1: Athletics: Cross-Country <ul style="list-style-type: none">• Long runs• tempo work• long and short intervals• incorporate: terrain/elevation/course changes• Warm-up by walking or jogging for five minutes• Accelerate your running pace until you reach maximum speed• Gradually slow down your pace for the next 10 minutes• Cool-down with a five-minute walk or slow jog• Warm-up your body with a five-minute walk or slow jog.• Sprint for 100-400 meters	Activity 1: Middle distance running <p>The teacher demonstrates the following to the learners:</p> <ul style="list-style-type: none">• Have their foot striking the ground below the centre of gravity.• The strike is lightly on the outside of the foot and from the ball of the foot to the mid-foot.• As the foot strikes the ground there is flexion of the knee.• Leg strength must be developed to ensure stability around the knee.• As the torso moves ahead of the foot, the drive is initiated and the archilles and calf are placed under great stress.	

	<ul style="list-style-type: none"> • Slow down your pace for a recovery walk for the same number of meters • Alternate sprinting and recovery intervals for your total workout time of 20 to 30 minutes. • Cool-down with a five-minute walk. 	<ul style="list-style-type: none"> • After the learner has reached almost full stretch, a reflex occurs in the muscle fibres of the hamstring. • The upper part of the leg is drawn forward by the action of the quads and hip flexors. The foot once again strikes the floor in a backward motion, adding to the forward movement. <p>Activity:</p> <ul style="list-style-type: none"> • 30-60 minute easy running • 20 minute run just above a steady pace • 3- 10 minutes repetition runs • 1-3 minutes of recovery • Hill runs of 5-10 seconds • Hill runs of 15 – 30 seconds • Rest
<p>RECOVERY PHASE: Cool down activity</p> <p>Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.</p>		
<p>EVALUATION PHASE:</p> <ul style="list-style-type: none"> • Teacher records information about learners' performance and/or behaviour • Teacher inform learners of next Physical Education lesson topic and end lesson 		
<p>RESOURCES</p> <ul style="list-style-type: none"> • School ground/open space • Whistle 		

TOPIC: SPORT		WEEK 6-8	
SKILL/S	ACTIVITY		
<ul style="list-style-type: none">RunningThrowingCatchingPassingBouncingDrillingHitting	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none">Different ways to loco-motor, rotate, elevate and balance, using various parts of the body with controlA variety of modified invasion gamesRhythmic movements with focus on postureBasic track and field athletics and swimming activitiesSchools may choose any activities that suit them given their context		
	Formation: Lines, rows, semi-circle, dispersed, individually, paired, etc.	INITIAL PHASE: Warm up activity <ul style="list-style-type: none">Joint mobilityStretchingPreparatory Games/Activities	
CORE PHASE: Main activities Skill development is most important. Adequate time is needed to practice new skills Develop learner posture	Year 1		Year 2
	Activity 1: Volleyball Volleyball Practice Drills to Improve Basic Skills <ul style="list-style-type: none">Energy Check Drill When team energy dips, boost it with a quick energy check! Players place a volleyball between their knees, then clap out a rhythm on their thighs and hands, followed by a jubilant shout of “volleyball!”Down Ball Hitting Drill Warm up your players’ hitting hands with this simple drill. Players position the ball in front of their hitting shoulder, then strike the ball against the floor using the		Activity: Volleyball: Volleyball Practice Drills to Improve Basic Skills <ul style="list-style-type: none">Low Catch Passing Drill Get players used to handling the ball in a low body position with this beginner passing drill. Athletes toss the ball high into the air, allow it to bounce once then catch it just before it hits the floor a second time while in a low base.Volleyball Burpee Passing Drill This is one of many useful volleyball passing drills for beginners. It is a progression of the low catch passing drill that teaches players to move with the ball. After catching the ball in a low position, players tap it on the floor to the right,

entire area of their hitting hand. The ball must bounce up to the shoulder height.

- **Setting Drill**



Train players on proper ball and body position while setting. Athletes place one foot slightly ahead of the other, then toss the ball above their heads and catch it with fingers spread.

- **Setting Drill**

Help players get a feel for the ball in their hands with “fizzles.” Players toss the ball above their heads, then set a low ball to themselves for three reps.

- **Four Sets Drill**

Work on low-to-high ball control with this basic setting drill. Players set a low ball to themselves for three reps, then finish with one high set.

middle, and left of their bodies, then pop up to a standing position.

- **Deliver and Pop Serve Drill**



Get players comfortable with the overhand serve toss by teaching them to “deliver” the ball at the top of their reach, then drop the ball to the floor. Next, have them add a small toss at the delivery point, then contact the ball with a “pop” from their serving hand.

- **10 to Kill Ball Control Drill**

Practice ball control with this cooperative 6 vs. 6 drills that encourages both teams to work together. Once the ball has crossed the net 10 times, either side can attempt a kill to win a big point. The first team to score five big points wins!


- **Popcorn Ball Control Drill**



Get athletes comfortable with ball control using “long and strong” arms. Players bounce a volleyball from arm to arm using a single bounce, then progress to a double bounce.

		<ul style="list-style-type: none"> • Big Kernel Little Kernel Ball Control Drill <p>In this variation on the popcorn drill, players practice control by bouncing a ball from arm to arm using a little bounce, big bounce pattern.</p>
RECOVERY PHASE: Cool down activity Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.		
EVALUATION PHASE: <ul style="list-style-type: none"> • Teacher records information about learners' performance and/or behaviour • Teacher inform learners of next Physical Education lesson topic and end lesson 		
RESOURCES: <ul style="list-style-type: none"> • Whistle • School ground/open space • Volleyball court; volley ball 		

TOPIC: GAMES		WEEK 6-8	
SKILLS	ACTIVITY		
<ul style="list-style-type: none">• Running• Throwing• Hitting• Dodging	PREPARATION PHASE: Description of activity for participation in: <ul style="list-style-type: none">• Different ways to loco-motor, rotate, elevate and balance, using various parts of the body with control• A variety of modified invasion games• Rhythmic movements with focus on posture• Basic track and field athletics and swimming activities• Schools may choose any activities that suit them given their context.		
	Formations: (lines, rows, circles, dispersed, individually, paired, seated etc.) correspond to the activities to be realised		INITIAL PHASE: Warm up activity <ul style="list-style-type: none">• Joint mobility• Stretching• Preparatory Games/Activities
	Year 1	Year 2	

<p>CORE</p> <p>PHASE: Main activities</p> <p>Skill development is most important. Adequate time is needed to practice new skills</p>	<p>Circle dodge ball</p> <p>Description: The teacher will</p> <ul style="list-style-type: none"> • Choose 1-5 learners to start in the centre of the circle. • Each player in the middle has a flag or jersey in his/her hand • If a player on the inside is hit from the waist down, he/she must trade places with the player who rolled or threw the ball. • The player also hands off the flag to the new person in the circle. • Only players with a flag should be inside the circle. • The player on the outside can only hit the inside players from the waist down • The outside players must stay on their X's while retrieving or throwing the ball • A player cannot reach in front of another player to retrieve the ball. • If a ball goes outside the circle, only one player at a time should retrieve it. The player closest to where the ball exited the playing area should retrieve a lost ball. • If the players on the outside cannot hit any of the inside players for two full minutes, the round is over and a new round starts with new players on the inside chosen by the leader. 	<p>Tennis racing rallies</p> <ul style="list-style-type: none"> • Teams rally on half/third of a court in service boxes. At one end, just behind the baseline, there is a team hoop with 3 balls inside. • Learners start on the service line • On 'go' learner 1 gets a ball from their hoop and returns to the service line to rally • When the team gets a rally of 10, Learner 1 takes the ball and puts it in another team's hoop • Learner 1 then gets another ball from their hoop and starts again • The winning team is the first one to have no balls in their hoop • You can have more than 2 in a team by rotating the learners between rallies or shots • After 3 minutes, if there is no winner then the game stops and the team with least balls in their hoop wins. 
<p>RECOVERY PHASE: Cool down activity</p> <p>Coordinated group or individual cool-down and stretching exercises to reduce heart rate and breathing. On command (whistle, clap) learners do breathing and stretching exercises.</p>		

EVALUATION PHASE:

- Teacher records information about learners' performance and/or behaviour
- Teacher inform learners of next Physical Education lesson topic and end lesson

RESOURCES

- Balls (tennis and dodge balls)
- School ground/open space
- Whistle
- Tennis racquet
- Hoop

DRAFT

RULES OF VARIOUS SPORTING CODES

LINKS

Sports Code		Sports Code	
1	Mini soccer https://bit.ly/3viYNKi 	2	Touch rugby https://bit.ly/357LMsp 
3	Hockey https://bit.ly/3sZSbOm 	4	Softball https://bit.ly/35aVXfP 
5	Mini-basketball https://bit.ly/3BS6VCN 		

ASSESSMENT IN PHYSICAL EDUCATION

All physical Education periods will focus on practical and mass participation in movement activities for enjoyment and enrichment purposes, with a view of encouraging learners to engage in regular physical activity as part of their lifestyle.

In the formal Programme of Assessment for Physical Education, record will be kept of the Learners participation per period (20 marks) and will be assessed on movement performance twice per term (2 x 5 marks).

The focus of assessment within the PET falls into two broad categories

1. **Participation:** exposes learners to an understanding of the value of regular participation in physical activity. Participation should encourage further development, enjoyment and the building of confidence.
2. **Movement performance:** learners will be assessed at the level at which they are capable of performing. Movement performance must not encourage a sense of competition

Assessment tool for Physical Education Task

The assessment tool for learner performance in the two criteria of the task:

Frequency of participation (20 marks)				
LEVEL	LIMITED	ADEQUATE	PROFICIENT	EXCELLENCE
Criterion 1: Frequency of participation during Physical Education periods (20 marks)	0% = 0 marks(did not participate at all) 1-5%= 1 mark 6-10%= 2 marks 11-15%= 3 marks 16-20%= 4 marks	20-25%= 5 marks 26-30%= 6 marks 31-35%= 7 marks 36-40% = 8 marks 41-45%= 9 marks 46-50%= 10 marks	51-55%= 11 marks 56-60%= 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85%= 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% 20 marks

Learners will be formally observed **at least two times** across a school term for formal assessment purposes to determine their level of movement performance. A mark out of 5 for each of the two observations will be allocated.

Movement performance (10 marks)				
LEVEL	LIMITED	ADEQUATE	PROFICIENT	EXCELLENCE
Criterion 2: Outcome of movement performance (5 marks)	Requires significant attention: movement do not produce the desired outcome at all (0-1 mark)	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

The class list for participation and movement performance:

Criterion 1: Frequency of participation

- Each learner will be allocated a mark out of 20 shown by a **tick (✓)** for every P (Period) present and participated, **an (a)** which indicate when the learner is absent and **an (x)** for when the learner is present but did not participate.

Method of calculating marks

- Divide the number of times the learner has participated by the number of PE periods for the term and multiply by 100 to obtain a percentage.
- Convert the percentage to a mark out of 20 using the criterion 1.

Criterion 2: Movement performance

- This is observed twice across a school term
- A mark out of five (5) for each observation to obtain a final mark out of ten (10).

	TERM YEAR	1. Frequency of participation												2. Movement performance			Total for term
No	Learners' Names	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10	%	MARKS 20	1 st Observation 5 Marks	2 nd Observation 5 marks	MARKS 10	MARKS 30
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	

A total mark for both frequency of participation and movement performance will be 30 marks for the term.

GLOSSARY

Aerobic Exercise	Steady activity in which the heart can supply all the oxygen the muscles need. Any activity that uses large muscle groups, can be maintained continuously and is rhythmic in nature
Agility	The ability to change direction and position of the body with speed and control.
Balance	The ability to maintain equilibrium when stationary or moving (not to fall over) through the coordinated actions of our sensory functions
Balance - Static	The ability to retain the centre of mass above the base of support in a stationary position
Balance - Dynamic	The ability to maintain balance with body movement
Bench Press	Lay on bench, flat on back. Press weight-bar from chest to full extension
Bleep test	The test to measure cardiovascular endurance
Body composition	Body composition is the amount of fat tissue in the body
Body mass index (BMI)	How to measure body composition – skin fold test
Cardiovascular endurance	The ability to keep working for long periods of time without getting tired (fatigue). Cardio-respiratory endurance is the ability of the body's circulatory and respiratory systems to supply fuel and oxygen during sustained physical activity.
Control	The ability to control the movement of the body in co-operation with the body's sensory functions, e.g. catching a ball (ball, hand and eye co-ordination)
Co-ordination	<p>The ability to move one or more body parts at the same time</p> <p>There are a number of different types of skills:</p> <ul style="list-style-type: none"> • Cognitive or intellectual skills that require thought processes • Perceptual – involving interpretation of presented information • Motor – involving movement and muscle control • Perceptual motor – involving the thought, interpretation and movement skills

	A learner tossing a ball into the air and striking it with a racquet or hand
Circuit Training	Training that uses a circuit of exercises around a number of different workstations. Perform each exercise a certain number of times (10 reps) or for a certain length of time (60secs)
Cool-down	A cool-down activity brings the mind and the body back to a relaxed state. Helps to reduce the risk of injury.
Core	Muscles in your abdomen and back that are attached to your spine and pelvis. Core strength refers to the strong muscles around your torso
Core exercises	Abdominal crunches, sit-ups and push-ups
Dance	Taking a series of rhythmical steps (and movements) in time to music
Elevation	Elevation is the upward movement of structures of the body, e.g. elevation of a shoulder joint raises the corresponding arm vertically upwards
Endurance	Endurance means the general ability to do any kind of physical activity that increases the heart rate. Endurance exercises improve the health of your heart, lungs, and circulatory system
Exercise	Purposeful physical activity that is planned, structured and that improves or maintains personal fitness
Fairness	Fairness within physical education: <ul style="list-style-type: none"> • Taking turns • Sharing equipment and apparatus • Recognising and accommodating the different abilities of their peers • Accepting anyone can take part regardless of their race, religion, gender or sex
Fine Motor Skills	Fine motor skills refer to the coordination between small muscle groups, like those in their hands, wrists, and fingers in coordination with their eyes
Fitness: Health-related	Cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition
Fitness:	Agility, balance, speed, power, reaction time, coordination

Skills-related	
Flexibility	Flexibility, mobility and suppleness all refer to the range of limb movement around joints
Formations	Formations in the PE class are about maximising space, utilising activity design and using layouts that will arrange learners in ways that will enhance teaching, learning and participation. Formations: lines, rows, circles, semi-circle, dispersed, individual, paired, seated etc.
Frequency	How often you do the activity
Fundamental movement skills	Fundamental movement skills (FMS) are the basic movements traditionally associated with physical activity. The most common FMS include running, jumping, throwing, catching, skipping, and hopping. It involves different body parts such as feet, legs, trunk, head, arms and hands
Gallop	A two-beat stride during which both legs are off the ground simultaneously, either right foot stays back and left foot is forward or left foot stays back and right foot is forward, toe-to-heel
Games	A game is an activity or sport usually involving skill, knowledge, or chance, in which you follow fixed rules and try to win against an opponent
Gross motor skills	Gross motor skills involve the large muscles in the arms, legs and torso. Gross motor activities are important to everyday physical activities like walking, running, throwing, lifting, kicking, etc.
Health	Is a state of complete physical, mental and social well-being
Hopscotch	A popular playground game in which learners toss a small object, into numbered pattern of rectangles outlined on the ground and then hop or jump through the spaces and retrieve the object. It is a game that can be played with several learners or alone. Hopscotch is a physical and cognitive workout

Indigenous games (traditional games)	Are recreational activities that originated from a particular cultural group or community. Some of these games have become very competitive
Invasion games	Teams score when they move an object (ball) into the opposing team's zone and successfully attack that team's goal or target area. Tactical problems related to invasion games include maintaining possession, attacking and/or defending a goal, winning the ball, etc. Examples of invasion games include netball, basketball, football, rugby and hockey
Joint mobility	Joint mobility refers to the movement around a joint. Having a full range of motion means you have healthy joints. However, if you have difficulty with your range of motion, it could indicate an underlying problem or be the result of an injury
Loco-motor skills	Motor skills in which the feet move the body from one place to another (Walking, Running, Hopping, Jumping, Skipping, Galloping, Sliding, Leaping)
Lunge	A lunge can refer to any position of the human body where one leg is positioned forward with knee bent and foot flat on the ground while the other leg is positioned behind.
Manipulative skills	Movement skills that require an ability to handle an object or piece of equipment with control. They include skills such as kicking, striking, dribbling or catching a ball. Can also be referred to as 'object control skills'
Midline crossing	Crossing the midline happens when your child moves their hand or foot across this line to work on the opposite side of their body. Before crossing the midline happens, a child will typically use only one side of their body at a time.
Modified sport	It can take various forms but are generally designed to be an introductory or more accessible version, of a sport. The sport is adapted to allow for people with mobility issues or different skill levels to participate. Modify the equipment and

	rules of the sport to match the developmental stage of the learners e.g. mini-volleyball, mini-cricket etc.
Muscular strength	The ability to exert a large amount of force in a single maximum effort
Muscular endurance	The ability of the muscles to perform physical tasks over a period of time without becoming tired (fatigue)
Non-loco-motor movement	Non-loco-motor skills are fundamental body movements that do not involve travelling. They are stability skills that include movements of limbs or body parts, and sometimes even the whole body. There are many different non-loco-motor movements, including: bending, stretching, lifting, raising, twisting, turning and rotating
Obstacle course	An obstacle course is a series of challenging physical obstacles an individual or team must navigate, usually while being timed. Obstacle courses can include running, climbing, jumping, crawling and balancing elements with the aim of testing speed, endurance and agility
Physical Literacy	Individuals who are physically literate move with competence and confidence in a wide variety of physical activities that benefit the healthy development of the whole person
Posture	The position in which someone holds their body when standing or sitting. To improve posture regular exercise and stretching is important
Power	The ability to produce a large amount of force in one action. To undertake strength performances quickly
Press-up	Start in a high plank position with your palms on the floor at shoulder width. Keeping a tight core, bend your elbows, descending until your chest grazes the floor. Push yourself back up while exhaling, maintaining a straight back.
Reaction time	The time between the presentation of a stimulus and the onset of movement
Recreation	An activity done for fun (enjoyment)

Relay	A race between teams in which each team member covers a certain part of the course (normal exercise, athletics, swimming)
Respect	<p>Respect within physical education:</p> <ul style="list-style-type: none"> • Caring for equipment and apparatus • Celebrating others' successes, including of opponents • Listening to teachers' instructions • Listening and responding to others' ideas • Understanding everyone has a right to take part regardless of ability
Rotation	Rotational skills range from simple leaps with turns to more complex acrobatic manoeuvres and artistic flight elements with rotations about the body axes
Safety	Safe practice should be an integral part of all aspects of physical education and sports, at all ages and levels of ability. Accidents do happen, as the nature of physical activities leads to a greater potential risk
Shuttles	A physical exercise, drill or endurance activity involving repeated runs/sprints to and fro, between marked points or lines
Sit ups	Lie flat on your back with fingertips behind your head, knees bent, legs together and feet flat on the floor. Elbows should be in line with ears. Raise upper body until you are upright -one should feel the abs tighten
Speed	Speed, as it will be defined in PE, is the rate (time) at which a person or object moves
Sport	An activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment. The Sport is usually governed by a set of rules, which serve to ensure fair competition and allow consistent adjudication of the winner
Squat	A squat is a strength exercise in which the trainee lowers their hips from a standing position and then stands back up. During the descent of a squat, the hip and knee joints flex while the

	ankle joint dorsi-flexes; conversely the hip and knee joints extend and the ankle joint plantar flexes when standing up.
Squat jumps	Start standing with feet hip distance apart and lower into a squat position by bending the knees. Keep the spine straight, chest lifted, and knees behind toes. Arms are in front of the chest for balance. Jump straight up and swing arms overhead. Return to squat.
Star jumps Jumping jacks	Physical jumping exercise performed by jumping to a position with the legs spread wide and the hands going overhead, sometimes in a clap, and then returning to a position with the feet together and the arms at the sides
Strength	The ability of a muscle or muscle group to overcome a resistance
Stretches	Stretching is a form of physical exercise in which a specific muscle or tendon is deliberately flexed or stretched in order to improve the muscle's felt elasticity and achieve comfortable muscle tone. The result is a feeling of increased muscle control, flexibility and range of movement
Target games	Target games are those in which players send an object (a ball or dart) towards a target area. Sometimes this may also involve avoiding obstacles, defending, guarding or blocking the path of the opposition's ball to stop them from scoring
Technique	A technique is the way of performing a skill
Torso	The main part of your body, not including your head, arms and legs
Warm-up	A warm-up should involve a gradual increase in the heart rate and breathing rate, a slight rise in body temperature, and prepare the mind and the body for physical activity. Helps to reduce the risk of injury.
Water safety	<p>Always swim with a partner.</p> <ul style="list-style-type: none"> • Know your limits • Swim in safe areas only • Swim parallel to the shore • Be careful about diving • Watch the sun • Drink plenty of liquids • Avoid getting too cool • Alcohol and water never mix

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