KaziKidz

*Teaching Material for Schoolchildren*

# *KaziKidz* Book (Grade 4-7)

## Teaching Material for Physical and Health Education

Resources for **Intermediate/Senior Phase Teachers**

SOUTH AFRICAN EDITION

unesco Chair
Physical Activity and Health in Educational Settings

**© 2026 by the authors (*KaziKidz* team). 2026 Edition. Published as resource type: 'Book' on Zenodo.** **Publisher:** Zenodo, Mandela University Press and African Sun Media Partner (ASMP). The Woodmill (Head Office) Office 5, Vredenburg Rd, Devonvallei, 7600 Stellenbosch, South Africa. Languages: English.

**Team of authors**

Dr Ivan Müller (Project coordinator, University of Basel), Dr Danielle Dolley (Nelson Mandela University), Chantal Brügger (University of Basel), Anita Weiss (University of Basel), Dr Stefanie Gall (Swiss Federal Institute of Sport Magglingen), Dr Nancy McLennan (Fit4Life Lead and Quality Physical and Health Education Programme Manager, UNESCO), Dr Siphesihle Nqweniso (University of Fort Hare), Dr Patricia Arnaiz (Swiss Tropical and Public Health Institute), MSc Madeleine Nienaber (Nelson Mandela University), MSc Larissa Adams (Nelson Mandela University), Dr Debbie Zeller (University of the Witwatersrand), MSc Mooveshni Dumalingam (Nelson Mandela University), MSc Nandi Joubert (Swiss Tropical and Public Health Institute), Dr Kurt Z. Long (Swiss Tropical and Public Health Institute), Prof Dr Annelie Gresse (Nelson Mandela University), Dr Bruce Damons (Nelson Mandela University), Dr Tracey Hutton (Nelson Mandela University), Prof em. Dr Rosa du Randt (Nelson Mandela University), PD Dr Peter Steinmann (Swiss Tropical and Public Health Institute), Prof Dr Jürg Utzinger (Swiss Tropical and Public Health Institute), Prof Dr Markus Gerber (University of Basel), Prof em. Dr Cheryl Walter* (Principal investigator, Nelson Mandela University) and Prof em. Dr Uwe Pühse* (Principal investigator, University of Basel).

* Authors share senior authorship position.

**Correspondence to:**

Dr. Ivan Müller: ivan.mueller@unibas.ch or to
Dr. Danielle Dolley: danielle.dolley@mandela.ac.za

Photo credit of the title page: *KaziBantu* team, Nelson Mandela University and University of Basel, February 2026, and Rooftop, Gqeberha#, South Africa.

**License:** University of Basel, Basel, Switzerland, and Nelson Mandela University, Gqeberha#, South Africa. In collaboration with a research team from the Swiss Tropical and Public Health Institute, Allschwil, Switzerland.

**Copyright:** Creative Commons Attribution 4.0 International; © 2026 *KaziBantu*, University of Basel (Basel, Switzerland) and Nelson Mandela University (Gqeberha, South Africa).

**Citation:** Müller, I., Dolley, D., Brügger, C., Weiss, A., Gall, S., McLennan, N., Nqweniso, S., Arnaiz, P., Nienaber, M., Adams, L., Zeller, D., Dumalingam, M., Joubert, N., Long, K., Gresse, A., Damons, B., Hutton, T., du Randt, R., Steinmann, P., Utzinger, J., Gerber, M., Walter, C.*, and Pühse, U.* (2026). *KaziKidz* Book (Grade 4-7): Teaching Material for Physical and Health Education, Resources for Intermediate/Senior Phase Teachers supported by UNESCO. In *KaziKidz*: Teaching and Learning Material for Schoolchildren. Genre: Education / Elementary. (South African edition v1; 572 pages, 1th ed., pp. 1–572); Computer software: Zenodo, Mandela University Press and African Sun Media Partner (ASMP). The Woodmill (Head Office) Office 5, Vredenburg Rd, Devonvallei, 7600 Stellenbosch, South Africa.

*Authors share senior authorship position.

**Design and illustrations:** Rooftop, Gqeberha#, South Africa.
#Formerly known as Port Elizabeth.

This research project was carried out under the auspices of the UNESCO Chair on 'Physical Activity and Health in Educational Settings *with Prof em. Dr Uwe Pühse as UNESCO Chair Holder and Prof em. Dr Cheryl Walter as UNESCO Co-Chair Holder*' and is endorsed by UNESCO Switzerland.

**Funding:** Novartis Foundation (Switzerland) and University of Basel (Switzerland).

**Keywords:** Intermediate and Senior Phase, *KaziKidz*, South Africa, Quality Physical and Health Education, UNESCO, Teaching and learning materials.

**General disclaimer:** The *KaziKidz* content of this report reflects the views of the authors and not their institutions. The copyright and all other rights to content and illustrations belong exclusively to *KaziBantu* or the specifically named rights holders. For the reproduction of any elements, the written consent of the copyright holders (*KaziBantu*) must be obtained in advance. The reference of specific studies, universities, societies or certain companies does not imply that they are endorsed or recommended by the *KaziBantu* Team in preference to others of a similar nature that are not referenced. The *KaziBantu* Team has taken all reasonable precautions to consensually define and verify the information contained in this document. However, the published material is being distributed without warranty of any kind, either expressed or implied. The responsibility for the interpretation and use of the material lies with the reader.

# Abstract

This book offers a powerful and practical response to one of today's urgent educational and public-health challenges: children are moving (too) less, while the need for active, healthy lifestyles has never been greater. Developed with the support of UNESCO, the *KaziKidz* Physical and Health Education Book for Grades 4–7 equips teachers with an accessible, research-based toolkit designed to bring quality Physical and Health Education to every classroom, including those with limited space, time, or resources.

At its heart, the book recognises movement as far more than physical exercise. It presents Physical and Health Education as a pathway to holistic development, nurturing not only motor skills and fitness, but also confidence, social connection, emotional resilience, and lifelong wellbeing. Through clear guidance and ready-to-use lesson plans, the resource helps teachers create inclusive, engaging learning environments where every child can participate meaningfully and successfully.

The strength of *KaziKidz* lies in its simplicity and adaptability. Structured yet flexible lessons combine games, movement-to-music activities, and health education, allowing educators to integrate physical activity seamlessly into the school day. Even in under-resourced settings, teachers can deliver high-quality, enjoyable learning experiences using minimal equipment and creative approaches.

By fostering fundamental movement skills, promoting healthy habits, and building positive attitudes toward activity, this book contributes to the development of physical literacy and the vision articulated in the Global Physical Literacy Action Framework; empowering children not only to move, but to value movement as a developmental continuum throughout their lives. Ultimately, it is both a practical companion for teaching and an inspiring vision for healthier, more active, and more equitable school communities worldwide, in line with UNESCO's quality standards for Physical and Health Education

Credit: tiry-nelson-gono-kW6A9BpM5Qk-unsplash

# Contents


**1. Preface from Prof em. Dr Uwe Pühse, UNESCO Chair Holder, and Prof em. Dr Cheryl Walter, UNESCO Co, Chair Holder** **8**

**2. Preface from Dr Danielle Dolley, UNESCO Programme Coordinator in South Africa, and Dr Ivan Müller, UNESCO Programme Coordinator in Switzerland** **9**

**3. Preface from Siya Kolisi, Kolisi Foundation** **10**

**4. Glossary** **11**

**5. How to Use this Book** **12**

**6. Introduction** **13**

6.1. Why do Children need PA? - International Recommendations 16

6.2. What is Quality Physical Education (QPE)? 17

6.3. What is the Rationale of *KaziKidz*? How does *KaziKidz* Contribute to Physical Literacy? 19

6.4. The Aims of the *KaziKidz* Teaching and Learning Material 22

6.5. Challenges of *KaziKidz* and Limitations: What the Evidence Shows 22

**7. Educational and Methodological Considerations and Class-Room Management** **23**

7.1. Understanding the Intermediate and Senior Phase Curriculum 23

7.1.1. Teaching Games for Understanding (TGFU) 25

7.1.2. Benefits of Teaching Games for Understanding 25

7.1.3. Teaching Games for Understanding Game Types 26

7.1.4. Teaching Games for Understanding in the Curriculum of South Africa 26

7.2. Characteristics of an Easy-to-implement Physical and Health Education Toolkit and Considerations for Lesson Planning 26

**8. The *KaziKidz* Lessons** **28**

8.1. Physical and Health Education lessons (Grades 4-7) 29

8.2. Moving-to-Music lessons (Grades 4-7) 240

8.3. Health, Hygiene and Nutrition lessons (Grades 4-7) 392

**9. Physical and Health Education in Grades 4-7** **563**

9.1 Physical and Health Education according to Curriculum and Assessment Policy Statement (CAPS) of South Africa 563

9.2 Movement Skills in CAPS (Grades 4-7) 564

9.3 Assessment Rubric for Physical and Health Education (Grades 4-7) according to CAPS 564

**10. Self-made Equipment** **566**

**11. References** **569**

11.1. The following national and international guidelines are adhered to and pursued by the vision and mission of the *KaziKidz* Int/Sen Phase (Grades 4-7) book 571

# Table of Figures

**Figure 1** 13
One possible representation of the mountain of motor development.
Developmental periods are demarcated by shading indicated in the legend at the top left
(source: Clark and Metcalfe, 2002)

**Figure 2** 15
Roles and responsibilities of the Physical and Health Education teacher: Factors influencing a Quality Physical Education (QPE) lesson (source: UNESCO Chair Basel and Gqeberha, 2025)

**Figure 3** 16
International Physical Activity (PA) recommendation for children, adolescents and adults
(source: World Health Organization, 2025)

**Figure 4** 21
The *KaziKidz* teaching and learning materials are divided into three pillars for the intermediate and senior level (Grade 4-7) (source: UNESCO Chair Basel and Gqeberha, 2025)

**Figure 5** 23
The instructional time and topics covered in CAPS in the Life Skills Intermediate Phase
(source: UNESCO Chair Basel and Gqeberha, 2025).

**Figure 6** 24
The instructional time and topics covered in CAPS in the Life Orientation Senior Phase Grade 7
(source: UNESCO Chair Basel and Gqeberha, 2025).

**Figure 7** 25
Curriculum Assessment Policy Statement (CAPS) of South Africa: An overview of the topics
(UNESCO Chair Basel & Gqeberha, 2025)

**Figure 8** 26
Games Grade statements in the CAPS of South Africa (UNESCO Chair Basel and Gqeberha, 2025)

**Figure 9** 27
Movement education Grade statements in the CAPS from South Africa
(UNESCO Chair Basel and Gqeberha, 2025)

**Figure 10** 564
Skills Development per Grade Level
(source: South African CAPS Life Skills and Life Orientation Grades 4-7, 2026)

**Figure 11** 565
Assessment Rubric for Physical and Health Education (Grades 4–7) according to the CAPS
(source: South African CAPS Life Skills and Life Orientation Grades 4-7, 2026)

# 2. Preface


**Prof Dr Uwe Pühse**
**UNESCO Chair Holder**
*University of Basel, Switzerland*

**Prof Dr Cheryl Walter**
**UNESCO Co-Chair Holder**
*Nelson Mandela University, Gqeberha, South Africa*

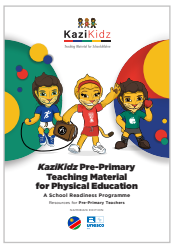
Physical and Health Education (PE) is an integral part of a balanced holistic education curriculum in schools. PE can contribute to the healthy development of learners, physically, socially and emotionally, it can improve their academic performance and enhance the joy of life in the school setting. Yet, in many schools in South Africa, PE is not given the recognition and importance it deserves. PE has lost its standalone status as a subject and now forms part of Life Skills in primary schools and Life Orientation in high schools, together with other components. It is seldom taught by specialist teachers with the necessary background in human movement science and motor development.

The *KaziBantu* project aims to focus on closing this gap through activities geared at promoting, encouraging, stimulating and enriching the teaching of PE and the development of an active and healthy school environment. The project is mindful of the support and tools needed by teachers and provides a bouquet of resources that are freely available through the *KaziBantu* website. These include: *KaziKidz* prepared lesson material for Grades 1 to 7, handheld lesson cue cards, cartoons, sing- and dance-along songs and videos *(https://www.kazibantu.org/kazikidz/)*.

In addition, two SACE accredited PE short learning programmes for Foundation and Intersen/Senior phases are offered to support the teaching of quality Physical and Health Education, as well as to assist and encourage teachers to provide educationally sound and age-appropriate experiences for children in primary schools. Our teaching material has been developed by a team of South African and Swiss specialists, including teachers familiar with setting specific challenges. The lessons are in line with South African Curriculum and Assessment Policy Statement (CAPS) requirements and are supported by the Department of Education, Eastern Cape.

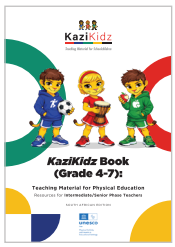
The *KaziKidz* Int/Sen Phase Book (South African Edition; Grades 4-7) forms part of the *KaziKidz* trilogy, a thoughtfully developed set of resources designed to create a physically active and healthy school and specifically to support PE across the school years. Furthermore, the *KaziKidz* Pre-Primary Book (Namibian Edition; Grades 0; children 5-6 years old) introduces young children to versatile and joyful movement and contributes to the development of school readiness in early childhood. The *KaziKidz* Foundation Phase Book aims to provide learners in Grades 1-3 with age-appropriate activities especially regarding the development of basic motor skills (South African Edition). Together, these openly accessible online resources provide a coherent and inclusive pathway for educators, supporting learners' development from the earliest years through to adolescence.

***KaziKidz* Pre-Primary Book** (Namibian Edition; Grade 0 for school readiness)




***KaziKidz* Foundation Phase Book** (South African Edition; Grades 1-3)

***KaziKidz* Int/Sen Phase Book** (South African Edition; Grades 4-7)




UNESCO, with its two flagship programs, 'Fit for Future' and 'Quality Physical and Health Education', has set groundbreaking educational policy precedents. In our *KaziBantu* project we intend to build on this, with a special focus on underprivileged schools in underdeveloped settings and with the stated goal of giving neglected children the opportunity to develop a healthy and active lifestyle and gain enriching and joyful experiences in movement and sport.

**Uwe Pühse & Cheryl Walter**

# 3. Preface

**Dr Danielle Dolley,** UNESCO Programme Coordinator in South Africa &
**Dr Ivan Müller,** UNESCO Programme Coordinator in Switzerland

As educators, researchers, and programme coordinators working across diverse cultural and educational contexts, we share a common conviction: every child deserves the opportunity to develop the confidence, competence, and motivation to move. Physical and Health Education is not merely about activity; it is about empowerment, inclusion, and the lifelong foundation of health and wellbeing. It is within this spirit that we warmly introduce the *KaziKidz* Physical and Health Education Book for the Intermediate and Senior Phase (Grades 4–7).

Across the world, we are witnessing a growing concern: children are moving less, while sedentary behaviours continue to increase. Schools therefore play an increasingly vital role as equitable spaces where all learners, regardless of background, resources, or ability, can access meaningful opportunities for movement. Quality Physical and Health Education (QPE) is central to this mission. It contributes not only to physical development, but also to social connection, emotional resilience, and cognitive growth.

This book ***KaziKidz* Book (Grade 4-7): Teaching Material for Physical and Health Education, Resources for Intermediate/Senior Phase Teachers supported by UNESCO** reflects years of collaborative work grounded in research, practice, and partnership. It translates global knowledge into practical, accessible teaching resources that can be implemented even in under-resourced environments. Its strength lies in its simplicity and adaptability: teachers are supported with structured lessons, creative activities, and developmentally appropriate guidance that enables every learner to participate actively and successfully.
Importantly, the *KaziKidz* approach aligns closely with the vision articulated in the **Global Physical Literacy Action Framework**, which emphasises physical literacy as a lifelong journey. This framework calls for integrated, inclusive, and system-wide approaches that empower individuals to engage in meaningful movement throughout life. By nurturing motivation, building fundamental movement skills, and fostering positive attitudes toward physical activity, *KaziKidz* contributes directly to these global goals.

We also recognise that teachers are the cornerstone of sustainable change. This resource is therefore designed not only for learners, but equally for educators; providing practical tools, pedagogical support, and inspiration. By strengthening teacher confidence and capacity, we strengthen the entire ecosystem of school-based health promotion.

The Intermediate and Senior Phase represents a critical window in child development. During these years, movement competence becomes more refined, self-confidence grows, and habits that influence lifelong activity patterns begin to take shape. Providing engaging, inclusive, and enjoyable Physical and Health Education during this period can profoundly shape future wellbeing.

We hope this book serves as both a practical guide and a source of inspiration. May it support teachers in creating joyful movement experiences, empower learners to discover their physical potential, and contribute to building healthier, more active communities worldwide in partnership with UNESCO initiatives for Quality Physical and Health Education and Physical Literacy.

**Dr Danielle Dolley & Dr Ivan Müller**

# 4. Preface

**Siya Kolisi**
Kolisi Foundation

Growing up in Zwide, I saw early on how opportunity can shape the direction of a person's life. As a child, I remember how we played. We made games out of whatever we had. Bricks became cars, and after school I would be in the dusty streets with my friends, kicking and chasing a rugby ball. In those moments, I was just playing. I didn't think I was learning anything. But when I look back now, I can see how much those moments were shaping me.

When I received a scholarship to Grey, it opened up a different kind of environment for me. I remember arriving at the school and being teased that my ears, hands and feet were bigger than the rest of my body. The truth is, I was not properly nourished.

That year, things began to change. I started eating properly. I grew into my body. I had support, structure, and people who guided me. My rugby improved, but more than that, I started to believe in myself in a new way. And my teammates, and even my opponents, began to notice.

That experience stayed with me. It showed me what can happen when a child's potential is supported in the right way. And that's the reality for so many children across our country today. The talent is there. The energy is there. The desire to move, to play, to grow is already inside them. What is often missing is the support, the guidance, and the opportunity.

Through the Kolisi Foundation, we've seen how important it is to create environments where children are not only active, but are supported to grow in confidence, discipline, and a sense of purpose. Physical and Health Education is not just about sport. It is about shaping people. It is about giving young people tools they can carry with them for life.

What I appreciate about the *KaziBantu* and *KaziKidz* approach is that it understands this. It focuses not only on activity, but on equipping teachers, supporting schools, and strengthening the systems that reach children every day, especially in communities where resources are limited.

As I reflect on my own journey, I don't want my story to be the example we point to. I don't want it to be normal that a child has to leave their environment to access the support, nutrition, and opportunities they need to grow.

We should be building systems that take those opportunities to where children are, in the schools and communities they come from.

Because the potential is already there.

For me, this is personal.

I know what it means when one opportunity can change the direction of your life. But I also believe we can do better than leaving that to chance.

My hope is that this *KaziBantu* resource will help teachers, schools, and communities create those opportunities every day. Spaces where children can move, grow, and discover what they are capable of, right where they are.

Because when we get that right, we are not just developing better athletes. We are shaping stronger, more confident, and more hopeful generations.

**Siya Kolisi,**
**Springbok Captain, 2-time World Champion**

# 5. Glossary

Listed alphabetically

| | |
|---|---|
| **CAPS** | Curriculum Assessment Policy Statement of South Africa |
| **COPEC** | Council on Physical Education for Children |
| **DASH study** | Disease, Activity and Schoolchildren's Health study |
| **DoBE** | National Department of Basic Education South Africa |
| **DIY** | Do-It-Yourself |
| **DSBG** | Department of Sport, Exercise and Health |
| **ECDoE** | Eastern Cape Department of Education |
| **Fit4Life** | UNESCO's Fit for Life Programme |
| **FMS** | Fundamental Movement Skills |
| **HAKSA** | Report Healthy Active Kids South Africa |
| **IP** | Intermediate Phase |
| ***KaziBantu*** | Healthy Schools for Healthy Communities |
| ***KaziHealth*** | Teacher Workplace Health Promotion Programme |
| ***KaziKidz*** | School-Based Health Intervention Teaching and Learning Material |
| ***KaziPlay*** | Playground and Sanitation Intervention |
| **LO** | Life Orientation |
| **LS** | Life Skills |
| **MVPA** | Moderate-to-Vigorous Physical Activity |
| **NASPE** | National Association for Sport and Recreation |
| **NCD** | Non-Communicable Disease |
| **NMU** | Nelson Mandela University, Gqeberha (formerly known as Port Elizabeth), South Africa |
| **NSNP** | South African National School Nutrition Programme |
| **NTDs** | Neglected Tropical Diseases |
| **PA** | Physical Activity |
| **PE** | Physical Education |
| **PL** | Physical Literacy |
| **PhASRec** | Physical Activity, Sport and Recreation |
| **QPE** | Quality Physical Education |
| **SACE** | South African Council for Educators |
| **SDG 3** | Sustainable development Goal 3 (*'Ensure healthy lives and promote wellbeing for all at all ages'*) |
| **SDG 4** | Sustainable development Goal 4 (*'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'*) |
| **SP** | Senior phase |
| **SLP** | Short Learning Programme |
| **SSS** | Sport-Specific Skills |
| **Swiss TPH** | Swiss Tropical and Public Health Institute, Allschwil, Switzerland |
| **TGfU** | Teaching Games for Understanding |
| **UniBas** | University of Basel, Basel, Switzerland |
| **UNESCO** | United Nations Educational, Scientific and Cultural Organization |
| **WCED** | Western Cape Government Education Department |
| **WHO** | World Health Organization |

# 5. How to Use this Book

The *aim of this book* is to serve as a compendium for school libraries, where Physical and Health Education (PE) teachers can make copies from the compendium for use in their lessons:

- **Comprehensive collection:** A compendium brings together knowledge from a specific field, here QPE according to UNESCO, in a single publication
- **Concise presentation:** It summarises the essential information (QPE from Grade 4-7), often to simplify a more comprehensive but difficult source
- **Reference work:** It serves as a reference work (Int/Sen Phase QPE) for finding information quickly and easily.


**Learn More About This Book And Its Authors** 8

**Read Up On The Importance And Relevance Of Physical and Health Education** 13
An introduction to the core reasonings of Physical and Health Education.

**Read Up On Methodological Principles Of Teaching A QPE Lesson** 23
A recap of important things to consider in conducting good quality teaching.

**Use Lessons To Conduct Physical and Health Education Classes** 29
128 lesson templates, including lesson of choice and assessment, for Grades 4-7 with a duration of 40 minutes each.

**Use Lessons To Conduct Moving – to – Music Classes** 240
128 lesson templates, including lesson of choice and assessment, for Grades 4-7 with a duration of 40 minutes each.

**Use Lessons To Conduct Health, Hygiene And Nutrition Classes** 395
32 lesson templates, including assessment, for Grades 4-7 with a duration of 40 minutes each.

**Read Up On Performance Requirements** 563
Performance requirements of locomotor and manipulation skills.

# 6. Introduction

Regular physical activity (PA) plays a vital role in supporting the healthy growth, learning and well-being of children, particularly during the intermediate and senior phase of schooling. These years represent a critical period in which movement competence, physical confidence and health-related habits continue to develop. In South Africa, PA takes place across diverse settings: playgrounds, homes, communities and classrooms, but the school context remains the most equitable platform for ensuring that all children have structured opportunities to learn and practise essential movement skills. Quality PE (QPE), as emphasised within the South African Curriculum and Assessment Policy Statement (CAPS, p. 9), contributes significantly to learners' physical, emotional, social and personal development and forms a key component of holistic education.

The *KaziKidz* programme supports this aim by providing a comprehensive, accessible, and context-appropriate PE resource for schools, particularly those in low-resource environments. Its framework emphasises playful learning, purposeful movement and health promotion, ensuring that children in Grades 4-7 experience structured, enjoyable and developmentally appropriate activities. For teachers, this involves working within the realities of limited equipment, large classes and diverse learner abilities, conditions for which *KaziKidz* has been specifically designed. The programme enables effective delivery through clear lesson plans, simple equipment requirements and adaptable activities that use any safe, flat area as a functional teaching space. Where equipment is scarce, low-cost or handmade materials can be incorporated, ensuring that learners have sufficient opportunities for individual, paired or small group practice.

A strong focus of the *KaziKidz* programme is on motor development, which continues to evolve throughout the intermediate and senior phase years. Motor skills are broadly classified into fine motor skills, which involve the precise coordination of smaller muscles, and gross motor skills, which require the controlled use of large muscle groups for movements such as running, jumping and throwing. Motor development (Figure 1) is a continuous and dynamic process, shaped by biological maturation, environmental influences and the appropriateness of learning activities. Opportunities that are varied, engaging and developmentally aligned support the acquisition of movement competence and promote confidence and motivation in learners.

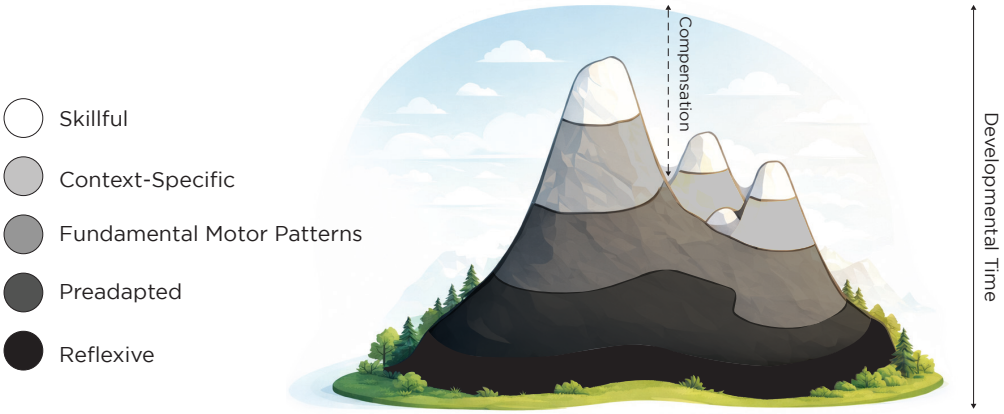



***Figure 1:*** *One possible representation of the mountain of motor development. Developmental periods are demarcated by shading indicated in the legend at the top left (source: Clark JE and Metclafe JS, 2002).*

According to the developmental framework described by Gallahue and Donnelly (2003), children move through four progressive phases of movement development: (1) reflexive, (2) rudimentary, (3) fundamental and (4) specialised movements. Learners in Grades 4-7 typically operate within the later stages of the fundamental movement phase and the early specialised movement phase. During this period, fundamental movement skills (FMS), stability, locomotion and manipulation are refined to a mature level of performance. However, many learners enter the intermediate phase with gaps in these essential skills, often due to limited early childhood movement opportunities or inconsistent exposure to structured PA. This highlights the importance of purposeful, scaffolded and integrated FMS development within the *KaziKidz* programme.

Fundamental movement skills serve as the foundation for competent participation in PA, games and sport in later years. They are essential components of everyday function, such as balancing, climbing, throwing or running, and are prerequisites for effective engagement in more complex sport-specific skills. Their acquisition does not occur automatically, but requires structured instruction, meaningful feedback and repeated opportunities to practise. The *KaziKidz* approach supports this process by offering activities that progressively challenge learners, vary movement demands and encourage continuous engagement.

FMS within *KaziKidz* are organised into stability, locomotion and manipulation. Stability encompasses the ability to maintain or restore balance through effective body control. Locomotion involves moving the body from one point to another in a horizontal or vertical plane, while manipulation refers to movements where force is applied to or received from objects. The development of these skills is enhanced when learning activities intentionally vary body positions, spatial pathways, levels, directions and relational demands involving objects and/or peers. Additionally, variations in effort, such as changes in force, speed, flow or rhythm, create richer movement experiences and support deeper learning.

The intermediate and senior phase represent a pivotal period for strengthening these movement foundations. Children at this stage begin to explore more structured sport participation, encounter increasingly complex rules and strategies, and develop preferences for certain physical activities. A well-implemented *KaziKidz* programme not only contributes to the development of learners' physical abilities, but also to their self-confidence and motivation, which are essential for sustained participation in PA throughout adolescence and into adulthood.

**The programme aligns movement learning with curriculum expectations in South Africa, promotes health, enhancing behaviours and supports teachers in creating engaging environments, even where resources are limited.**

**In order to offer students Quality Physical and Health Education (QPE) on the intermediate and senior phase level, the following factors are important and have an influence:**

| Pedagogical and didactic teaching skills | Space | Equipment |
|---|---|---|
| • The importance of PE<br>• The level of development of their learners<br>• What should be included in a balanced PE programme<br>• How to design and implement successful PE lessons<br>• How to ensure the safety of their learners during PE lessons<br>• How to make sure that every learner can participate successfully in the lesson<br>• How to create the space and equipment necessary to present the lessons effectively | • Any flat area will be suitable for the presentation of the PE programme<br>• Assess the venue and make sure the area is safe for participation | • A PE programme requires a varied quantity of small equipment<br>• If equipment is not available, the equipment can be made, this will be covered in chapter 10: 'Self-made Equipment'<br>• Hand-made equipment is often preferable, as it can be tailor-made for the purpose needed |

As learners deserve maximum opportunity to develop and practice their skills, teachers must ensure there is adequate equipment available to enable learners to practice individually, in pairs or small groups.

***Figure 2:*** *Roles and responsibilities of the Physical and Health Education teacher: Factors influencing a Quality Physical and Health Education (QPE) lesson (source: UNESCO Chair Basel and Gqeberha, 2025).*

By grounding PE in sound developmental principles, accessible teaching strategies and playful, culturally relevant movement experiences, the *KaziKidz* programme equips intermediate and senior phase learners with the skills and attitudes necessary to thrive in PA and sport. It further strengthens the role of schools as central spaces for health promotion and lifelong physical literacy.

## 6.1. Why do Children need PA? - International Recommendations

The World Health Organization (WHO) has developed comprehensive international PA guidelines to support global public health by promoting active, healthy lifestyles across the lifespan *(Figure 3).* These recommendations are grounded in strong scientific evidence demonstrating that regular PA reduces the risk of non-communicable diseases, supports healthy physical and cognitive development, improves emotional well-being, and enhances social functioning. By establishing global benchmarks, the WHO seeks to guide education systems, policymakers and practitioners in fostering environments where movement is a natural and regular part of daily life.

**Children and adolescents**
(6 to 17 years old)

60 min/day

**Adults**
(18+ years old)
39 min moderate activity for 5 days/week

+ strength training

***Figure 3:*** *International Physical Activity (PA) recommendation for children, adolescents and adults (source: World Health Organization, 2025).*

For children and adolescents aged 5-17 years, the WHO recommends an average of at least 60 minutes per day of moderate-to-vigorous PA (MVPA). This activity can be predominantly aerobic but ideally also includes, at least three days per week, movements that strengthen muscles and bones. Activities such as running, jumping, hopping, climbing, dancing, games, and sport participation all contribute meaningfully to these daily totals. Importantly, the guidelines emphasise that more than 60 minutes provides additional health benefits, and that activities are safe, enjoyable and varied to support motivation and long-term engagement. A key message of the WHO guidelines is the need to limit sedentary behaviour across all ages. Extended periods of sitting are to be reduced and broken up with movement as often as possible. For children in particular, replacing sedentary screen time with active play, light movement, games or outdoor activity contributes significantly to meeting daily movement requirements.

The WHO position recognises the important role of schools and community settings in providing structured, equitable and accessible opportunities for children to be active. For many children around the world, especially those in socio-economically constrained environments, schools offer the most reliable space for daily movement. As such, the WHO strongly encourages the integration of QPE, active play and movement-based learning into the school day. These recommendations serve as a global standard against which national education systems, programmes and school-based interventions can model their own health promotion initiatives.

In South Africa, PA patterns reflect both the potential and the challenges highlighted by the WHO. Research shows that while children are naturally active in early childhood, activity levels decline noticeably after they enter formal schooling. Many learners in the intermediate and senior phase, particularly in disadvantaged communities, do not meet the WHO recommendation of 60 minutes of moderate-to-vigorous activity per day. Limited access to safe play areas, reduced opportunities for unstructured play, increased academic demands and inconsistent delivery of PE all contribute to this decline.

For learners in Grades 4-7, this stage of development is both crucial and transformative, as children refine their fundamental movement skills, develop stronger physical awareness, and begin forming attitudes and habits that will influence their lifelong engagement in PA. In this context, the WHO recommendations hold

particular significance for the intermediate and senior phase. Schools play a vital role in helping learners meet daily activity targets, especially for those in densely populated urban areas or communities with limited recreational space, where the school environment may be the only dependable place for regular PA. Ensuring consistent opportunities, such as structured PE lessons, brief movement breaks during academic classes, and active play during intervals, is essential for supporting these recommendations.

PE itself must be implemented faithfully within the CAPS curriculum. Although PE appears in both the Life Skills and Life Orientation programmes, it is frequently under-delivered, leaving many learners without the regular movement experiences they need. To align with WHO guidelines, schools should provide weekly PE lessons with sufficient time dedicated to activities that elevate heart rate and strengthen key movement skills.

Because the intermediate and senior phase spans roughly ages 10-15, this period requires intentional attention to the refinement of movement abilities. Children in Grades 4-7 are consolidating fundamental skills of locomotion, stability, and manipulation, and without a strong foundation, participation in moderate-to-vigorous physical activity becomes more challenging and less enjoyable. The WHO guidelines underscore the need for structured opportunities in schools to support this essential skill development.

Programmes such as *KaziKidz* contribute meaningfully to these goals by supporting aligned international targets from WHO and UNESCO, including those related to health, wellbeing, quality education, and lifelong learning. *KaziKidz* provides developmentally appropriate activities, moving-to-music sessions, and health education lessons that help teachers create daily opportunities for purposeful and enjoyable movement. Because it is designed for environments with limited resources, the programme is particularly well suited to many South African schools.

Reducing sedentary time during the school day is another important consideration. Long stretches of seated classroom work can be broken up through short activity breaks, energisers, and active learning strategies, approaches promoted by *KaziKidz* and aligned with global recommendations aimed at decreasing sedentary behaviour. Finally, teacher empowerment is essential for successful implementation. Since teachers are central to delivering quality PE, they require ongoing professional development and structured support to build the confidence, competence, and consistency needed to provide movement-rich learning experiences for all learners.

Applying the WHO PA recommendations to the South African intermediate and senior phase underscores the importance of school-based intervention at a time when children's natural activity patterns begin to decline. Through consistent implementation of PE, movement, rich school days and programmes such as *KaziKidz*, learners can be supported in meeting the recommended 60 minutes of daily activity.

> **These efforts not only promote physical health but also foster confidence, competence and lifelong engagement in PA, key determinants of overall well-being and academic success.**

### 6.2. What is Quality Physical and Health Education (QPE)?

According to UNESCO, QPE is more than simply providing PE; it is a planned, progressive and inclusive learning experience built into early,

years, primary, and secondary curricula. The essential features that distinguish QPE from minimal or ad-hoc PE include: frequency of lessons, variety of content, inclusivity and value-based content. QPE seeks to support the holistic development of children, not only physical competence but also social, emotional, and cognitive growth. It aims to foster Physical Literacy (PL), defined as the motivation, confidence, physical competence, knowledge and understanding that enable individuals to be physically active across the lifespan.

**More specifically, the expectations for QPE, as per UNESCO's *'Quality Physical and Health Education Guidelines for Policy, Makers'*, include:**

(i.) A balanced and coherent curriculum, offering opportunities for development of motor skills, fitness, games, dance/ movement, health knowledge, and social, emotional learning.

(ii.) Inclusive and equitable access, ensuring children, irrespective of gender, socio-economic background, ability or disability, can participate meaningfully.

(iii.) Qualified and well-prepared teachers (or facilitators), trained to deliver developmentally appropriate and safe PE, capable of adapting to diverse learner needs.

(iv.) Adequate and safe spaces, facilities and equipment, adapted to the needs of all students, and maintained over time.

(v.) A pedagogical approach that is child-centered, student-engaging and values-oriented, nurturing social skills, cooperation, respect, personal development, and not merely physical performance.

(vi.) Recognition of PE not as an add-on or optional extra, but as a core component of education, contributing directly to health, well-being, learning outcomes and lifelong PA.

Overall, QPE aims to develop physically literate, healthy, socially aware and active citizens, through systematic, inclusive, high-quality, QPE embedded in the school curriculum.

The *KaziKidz* programme aligns closely with UNESCO's concept of QPE, and several features of the programme clearly demonstrate this connection. Its strong focus on inclusivity and adaptability reflects a commitment to ensuring that every learner can participate meaningfully. Because *KaziKidz* was intentionally designed for under-resourced schools, its lesson plans and materials are simple, flexible, and easy to use in environments that may lack large spaces or specialised equipment. This approach supports UNESCO's emphasis on inclusive access and the need for PE programmes to be adaptable to diverse school contexts.

In addition, *KaziKidz* embraces a holistic understanding of development and physical literacy. Rather than centring exclusively on sport or traditional physical activities, it integrates PE, moving-to-music experiences, and education related to hygiene, health, and nutrition. This combination strengthens motor development while simultaneously nurturing health awareness and positive lifelong habits. Such a broad, integrated approach resonates strongly with QPE's aim of cultivating physical literacy and promoting wider wellbeing.

The programme also offers developmentally appropriate and progressively structured activities. Its lesson plans guide learners through the refinement of fundamental movement skills, such as stability, locomotion, and manipulation, and gradually introduce more complex movements and deeper health knowledge. This progression mirrors QPE's call for a coherent, balanced curriculum that supports ongoing skill development and personal growth across different age groups.

Because many schools do not have specialist PE teachers, *KaziKidz* places significant emphasis on teacher support and capacity building. It provides training, pedagogical guidance, and accessible resources that empower generalist teachers to deliver quality PE confidently and effectively. This aligns well with UNESCO's requirement for competent educators and underscores the essential role of teacher preparation in realising QPE.

> ***KaziKidz* further strengthens equity and social relevance by intentionally targeting disadvantaged and resource-limited schools.**

In doing so, it helps reduce inequalities in access to meaningful PE, directly supporting QPE's commitment to equitable opportunities for all learners regardless of socio-economic circumstances or school infrastructure.

Finally, the programme contributes to sustainability and lifelong engagement by embedding movement, health education, and active habits within early and primary schooling. By nurturing physical literacy at a young age, *KaziKidz* encourages ongoing participation in PA throughout life, echoing QPE's overarching goal of promoting long-term involvement in sport, movement, and healthy living.

### 6.3. What is the Rationale of *KaziKidz*? How does *KaziKidz* Contribute to Physical Literacy?

*KaziKidz* contributes to physical literacy through several interrelated mechanisms that work together to support children's development. The programme fosters motivation and positive attitudes toward movement by using playful, joyful, music- and game-based activities that make PA enjoyable and socially engaging. This approach helps children form positive associations with movement and exercise, which is essential for encouraging long-term participation in active lifestyles.

It also develops physical competence and fitness by providing regular PE and moving-to-music lessons that strengthen fundamental motor skills and improve cardiorespiratory fitness, strength, flexibility, and coordination. These abilities form the core building blocks of physical literacy. In addition, the programme promotes healthy habits and lifestyle awareness by integrating lessons on nutrition, hygiene, and general health, helping children understand why PA, healthy eating, and good hygiene are important and how they contribute to lifelong wellbeing.

*KaziKidz* provides equitable access to PE for children living in under-resourced communities, where opportunities for sport or active play may be limited. By offering structured and inclusive QPE that can be integrated into the school day, the programme ensures that children from all socio-economic backgrounds can benefit from

meaningful PA. It also supports the creation of sustainable, supportive environments by equipping teachers with training and easy-to-use resources that make it possible to embed ongoing PA within the school system instead of relying on occasional external initiatives. Teachers serve as key role models, and their competence and confidence are vital for ensuring long-term implementation.

In this way, *KaziKidz* not only encourages children to be active in the present but also equips them with the skills, knowledge, attitudes, and habits needed to sustain an active and healthy lifestyle throughout adolescence and adulthood, which lies at the heart of physical literacy. It is a hands-on resource that supports teachers through a comprehensive educational experience and contributes significantly to the development of physical literacy. The *KaziKidz* lessons, which align with the CAPS curriculum, are freely available on the programme website *(https://www.KaziBantu.org/kazikidz/)* and can be integrated directly into Life Skills and Life Orientation classes. First developed in 2018, the programme now includes detailed lesson plans, PE cue-card summaries, and moving-to-music sing-along songs.

The *KaziKidz* toolkit can also be used as supplementary teaching material. For each Grade from 1-7, it offers 32 lessons within the PE content pillar and another 32 lessons in the moving-to-music pillar. In summary, this provides teachers with two prepared lessons per week, ensuring that learners participate in Quality PE for approximately two hours each week.

**How *KaziKidz* is structured, its content and delivery *KaziKidz* offers structured lesson plans, organised around three main content pillars (Figure 4):**

(i.) **PE**, weekly PE lessons to build movement skills, fitness, and physical competence.

(ii.) **Moving-to-music/dance and movement**, songs, music-based movement, and dance to encourage activity in a fun, engaging manner, suitable even when schools lack sports infrastructure.

(iii.) **Health, hygiene and nutrition education**, lessons to build health literacy (nutrition, hygiene, healthy habits), emphasising holistic wellbeing beyond just PA.

These are delivered via games, playful activities, sing-along songs, cue cards, and cartoons, all designed to be age-appropriate, joyful, and easy to implement by teachers.

| | | | | |
|---|---|---|---|---|
| LESSON PLANS FOR Grade 4 | 32 Lessons<br>4 Assessments<br>Download EN<br>Download FR<br>Download Cue-Cards | 32 Lessons<br>1 Assessment<br>Download EN<br>Download FR | + 5 accompanying songs<br>Song 1 Song 2<br>Song 3 Song 4<br>Song 5 | 3 Health and hygiene lessons<br>3 Nutrition lessons<br>2 Assessments<br>Download |
| LESSON PLANS FOR Grade 5 | 32 Lessons<br>4 Assessments<br>Download EN<br>Download FR<br>Download Cue-Cards | 32 Lessons<br>1 Assessment<br>Download EN<br>Download FR | + 1 accompanying songs<br>Song 1 | 3 Health and hygiene lessons<br>3 Nutrition lessons<br>2 Assessments<br>Download |
| LESSON PLANS FOR Grade 6 | 32 Lessons<br>4 Assessments<br>Download EN<br>Download Cue-Cards | 32 Lessons<br>1 Assessment<br>Download EN | + 4 accompanying songs<br>Song 1 Song 2<br>Song 3 Song 4 | 3 Health and hygiene lessons<br>3 Nutrition lessons<br>2 Assessments<br>Download |
| LESSON PLANS FOR Grade 7 | 32 Lessons<br>4 Assessments<br>Download EN<br>Download Cue-Cards | 32 Lessons<br>1 Assessment<br>Download EN | + 1 accompanying songs<br>Song 1 | 3 Health and hygiene lessons<br>3 Nutrition lessons<br>2 Assessments<br>Download |

***Figure 4:*** *The KaziKidz teaching and learning materials are divided into three pillars for the intermediate and senior level (Grade 4-7) (source: UNESCO Chair Basel and Gqeberha, 2025). All these links are available with the corresponding content at the following URL: https://www.kazibantu.org/kazikidz/*

The 'moving-to-music' lessons invite learners into a world of creative movement and song, where dance and music blend to support expressive, imaginative exploration. Each session encourages learners to discover their own unique ways of moving, using guided prompts and collaborative activities to inspire new patterns, shapes, and expressions. Alongside these creative dance lessons, the 'action song' activities introduce basic movement steps through simple, easy-to-follow songs. While these lessons are not designed exclusively for PE, they offer rich opportunities that can be used effectively within a PE context, though additional lessons may be needed to fully meet curriculum requirements.

These lessons support PE by naturally cultivating several foundational movement skills. Learners develop expressive and explorative movement, practise interpreting rhythm and music, and engage in improvisation that deepens their body awareness. As they move, they draw on essential perceptual-motor skills, exploring space, direction, rhythm, and sensory awareness. The activities also align with core movement-design principles, encouraging children to work with concepts of body, space, relationships,

and effort. Altogether, the lessons provide a dynamic, creative pathway for building confidence, coordination, and joy in movement, making them a valuable addition to any PE programme.

### 6.4. The Aims of the *KaziKidz* Teaching and Learning Material

**The following objectives are achieved and pursued with *KaziKidz* teaching and learning materials:**

(i.) Addressing physical inactivity and health inequities. *KaziKidz* was developed within the broader *KaziBantu* programme to respond to the challenge that many children in disadvantaged communities engage in insufficient PA. Low PA, often combined with poor nutrition and hygiene, raises risks for non-communicable diseases (NCDs) like cardiovascular disease.

(ii.) Bringing quality, consistent PE to under-resourced schools. In many schools, PE is either lacking or delivered poorly: often, non-specialist teachers, lack of resources, large class sizes, and poor infrastructure mean children rarely get regular, structured PA.

(iii.) A holistic, school-based intervention for lifelong healthy habits. Rather than just an ad-hoc program, *KaziKidz* was designed as a comprehensive teaching toolkit, covering not only PE but also moving-to-music, health education, hygiene and nutrition, so that healthy behaviours are embedded into the school experience from early childhood onward.

(iv.) Feasible for under-resourced settings. The materials are intentionally simple, requiring minimal equipment and infrastructure. Lesson plans, games, songs, cue cards and even cartoons help teachers implement the programme even if the school lacks sports facilities or specialized PE teachers.

(v.) Capacity building for teachers and sustainability. Recognizing that many teachers may not have training in PE or be confident in delivering active classes, *KaziKidz* incorporates teacher-training (through accredited Short Learning Programmes [SLPs]), pedagogical guidance, and ready-to-use resources, lowering the barrier to sustainable implementation.

> **In essence: *KaziKidz* aims to embed PA, health education and healthy lifestyle habits into the routine of schoolchildren in underserved settings, equipping both children and teachers, to counteract inactivity and disease risk, and to foster overall well-being.**

### 6.5. Challenges of *KaziKidz* and Limitations: What the Evidence Shows

In a long-term follow-up of children at elevated risk for non-communicable diseases (NCDs), while *KaziKidz* positively affected high-intensity PA during school hours, the initial improvements in cardiometabolic risk factors declined again over time. This suggests that without ongoing support or systemic integration, gains may not be sustained. Teachers in under-resourced schools often face heavy workloads, time pressure, and lack of support. Studies found that for interventions like *KaziKidz* to be adopted and maintained, teacher buy-in, capacity building, and structural support from school management, plus community engagement, are crucial.

In many schools, poor infrastructure or lack of equipment remains a barrier. Even though *KaziKidz* tries to mitigate this with minimal-equipment games and activities, structural challenges may limit full implementation or frequency of sessions. Thus, while *KaziKidz* shows promise, its impact depends heavily on proper implementation, teacher support,

and systemic integration into school curricula. *KaziKidz* is rooted in a clear and urgent public, health and educational need: many children in disadvantaged communities are not physically active enough and lack access to structured, quality PE, putting them at risk of poor physical, mental and long-term health outcomes.
By offering a free, easy-to-use, holistic toolkit covering PE, movement, health and nutrition education, adapted for low-resource settings, *KaziKidz* seeks to make PA, healthy habits and physical literacy accessible to more children.

Through regular PE, music, based movement, health and nutrition education, the programme builds physical competence, teaches health awareness, fosters positive attitudes toward activity, and cultivates lifelong healthy habits. When implemented with adequate teacher training and support, *KaziKidz* has the potential to contribute significantly to long-term physical literacy and well-being, particularly in underserved communities where such opportunities are otherwise scarce.

# 7. Educational & Methodological Considerations & Classroom Management

## 7.1. Understanding the Intermediate and Senior Phase Curriculum

The Intermediate Phase (IP) and Senior Phase (SP), approximately from 10-15 years, represent crucial stages in the development of learners' physical, cognitive, and social capacities. Within these phases, the CAPS from South Africa provides a structured framework that defines the instructional time allocated to subjects, the sequencing of topics, and the progression of PE content. A clear understanding of this framework is essential for coherent programme design and for ensuring that learners receive balanced and developmentally appropriate exposure across the various learning areas. The instructional time and topics covered across phases are presented in *Figure 5* and *Figure 6*, which highlight the distribution of hours among subjects and the relative emphasis placed on Life Skills (LS) and Life Orientation (LO).

| SUBJECT | Grades 4-6 (HOURS) |
|---|---|
| **Home Language** | 6 |
| **First Additional Language** | 5 |
| **Mathematics** | 6 |
| **Natural Sciences and Technology** | 3.5 |
| **Social Sciences** | 3 |
| **Life Skills**<br>• Creative Arts<br>• Physical and Health Education<br>• Personal and Social Well-being | 4<br>• 1.5 hours<br>• 1 hour<br>• 1.5 hours |

***Figure 5:*** *The instructional time and topics covered in CAPS in the Life Skills Intermediate Phase (source: UNESCO Chair Basel and Gqeberha, 2025).*

| SUBJECT | Grade 7 (hours) |
|---|---|
| TOPICS | **70 hours/year** |
| **Development of self in society** | 10 hours |
| **Health, social, environment responsibility** | 10 hours |
| **Constitutional rights and responsibilities** | 7 hours |
| **World of work** | 8 hours |
| **Physical and Health Education** | 35 hours |

***Figure 6:*** *The instructional time and topics covered in CAPS in the Life Orientation Senior Phase Grade 7 (source: UNESCO Chair Basel and Gqeberha, 2025).*

The tables above indicate that PE ideally is taught for **1 hour per week**. The structure shown in *Figure 5* demonstrates that Life Skills in Grades 4-6 comprises Creative Arts, PE, and Personal and Social Well-being. PE receives an allocation of 1 hour per week, reflecting its role in promoting movement competence, health, and holistic development. Similarly, *Figure 6* indicates that Life Orientation in Grade 7 is allocated 70 hours per year, with PE comprising 35 hours of that time. Across both phases, the current scientific evidence and data show a sustained expectation that learners engage in regular PA, and the one-hour-per-week guideline forms the backbone of instructional planning in schools.

CAPS further outlines the progression of movement content from Grades 4-7, as captured in *Figure 7*: CAPS: An overview of the topics. This table illustrates the developmental trajectory of PE content, from fundamental movement patterns in the Intermediate Phase to more advanced sequences, tactical games, and outdoor activities in Grade 7. The Grade 4 curriculum focuses on locomotion, rotation, elevation, and balance, establishing a foundation for body control. In Grade 5, these actions become more refined through movement sequences that demand continuity and increasing control. Grade 6 places greater emphasis on physical fitness programmes and structured athletic or game-based activities. Grade 7 then consolidates these competencies through refined gymnastic or swimming sequences, participation in outdoor recreational programmes, and indigenous games that incorporate invasion-game concepts.

| Grade 4 | Grade 5 | Grade 6 | Grade 7 |
|---|---|---|---|
| Different ways to locomote, rotate, elevate and balance, using various parts of the body with control<br><br>A variety of modified invasion games<br><br>Rhythmic movements with focus on posture<br><br>Basic field and track athletics or swimming activities<br><br>Safety measures | Movement sequences that require consistency and control in smooth and continuous combinations<br><br>A variety of target games<br><br>Rhythmic movements and steps with attention to posture and style<br><br>A variety of field and track athletics or swimming activities<br><br>Safety measures | Physical fitness programme to develop particular aspects of fitness<br><br>A variety of striking and fielding games<br><br>Rhythmic patterns of movement with co-ordination and control<br><br>Refined sequences emphasising changes of shape, speed and direction through gymnastic actions or swimming activities<br><br>Safety measures | Participates in fitness programme<br><br>Plays indigenous games that include the concept of invasion<br><br>Performs a sequence of physical activities<br><br>Participates in an outdoor recreational programme<br><br>Safety issues |

***Figure 7:*** *Curriculum Assessment Policy Statement (CAPS) of South Africa: An overview of the topics (UNESCO Chair Basel & Gqeberha, 2025).*

Safety measures and prevention appear consistently across Grades, underscoring the importance of safe participation in PA. CAPS specifies considerations such as the surface of the play area, the condition of apparatus, appropriate warm-up and cool-down routines, and the application of basic first aid. Spatial awareness, adherence to instructions, and suitable clothing, particularly in Grade 7, also feature prominently. While these measures guide teachers toward creating safe learning environments, they also serve as reminders that safety education must be embedded within instruction rather than treated as an external checklist.

### 7.1.1. Teaching Games for Understanding (TGFU)

We think that one of the most influential pedagogical models relevant to the IP and SP curriculum is the Teaching Games for Understanding (TGfU) approach. Developed by Bunker and Thorpe in 1982, TGfU situates learning within modified game environments where tactical awareness and decision-making are foregrounded. Instead of isolating skills through repetitive drills, the model emphasises playing to learn, allowing learners to acquire skills within authentic game contexts. Modified games, rather than full-sided versions, create accessible entry points for all learners, enabling participation that builds both competence and confidence. This shift from a skills-first to a tactics-first approach aligns closely with CAPS, which emphasises meaningful engagement and holistic development.

### 7.1.2. Benefits of Teaching Games for Understanding

The advantages of TGfU are multifaceted. The approach promotes enjoyment, an essential factor in nurturing lifelong participation in PA, while also encouraging learners to think critically, solve problems, and adapt strategies. The model facilitates the development of both Fundamental Movement Skills (FMS) and Sport-Specific Skills (SSS) in a manner that is responsive to learners' needs, skill levels, and interests. The inclusive nature of TGfU ensures that all learners participate actively, fostering a stronger sense of achievement and belonging.

### 7.1.3. Teaching Games for Understanding Game Types

**TGfU categorises games into four types:**

1. target
2. net/wall
3. striking, fielding &
4. invasion games.

Each of them is presenting unique tactical challenges. Exposure to these categories enables learners to recognise similarities across sports and transfer strategic knowledge from one context to another. Target games emphasise precision and decision-making related to aggression versus safety, net/wall games focus on space creation and defensive positioning, striking and fielding games require spatial anticipation and coordinated team responses, and invasion games integrate complex attacking and defending principles involving support, space-making, directional play, width, and speed. Across all types, the model supports the refinement of tactical awareness and movement competence in alignment with CAPS expectations.

### 7.1.4. Teaching Games for Understanding in the Curriculum of South Africa

As shown in *Figure 8*: Games Grade statements, the CAPS curriculum incorporates these game types progressively. Modified invasion games appear in Grade 4, followed by target games in Grade 5, striking and fielding games in Grade 6, and indigenous or community games involving invasion concepts in Grade 7. This sequencing reinforces the developmental logic of the curriculum, gradually expanding learners' tactical repertoire and preparing them to navigate a wide variety of physical activities.

| Grade 4 - term 2 | Grade 5 - term 2 | Grade 6 - term 1 | Grade 7 - term 1 |
|---|---|---|---|
| A variety of modified invasion games | A variety of target games | A variety of striking and fielding games | Plays community or indigenous games that include the concept of invasion |

***Figure 8:*** *Games Grade statements in the CAPS of South Africa (UNESCO Chair Basel and Gqeberha, 2025).*

Overall, the integration of TGfU within the IP and SP curriculum supports the CAPS mandate for holistic development. By engaging in meaningful, context-driven learning experiences, learners build competence, confidence, and a positive relationship with movement, outcomes that extend well beyond the formal school environment in South Africa.

## 7.2. Characteristics of an Easy-to-Implement Physical and Health Education Toolkit and Considerations for Lesson Planning

**Planning a games programme**

Planning and implementing effective PE lessons in the intermediate and senior phases requires a toolkit that is adaptable, developmentally appropriate, and aligned with CAPS expectations. An easy-to-implement PE toolkit must simplify preparation while still supporting varied, high-quality learning experiences. It must accommodate resource-limited school environments, allow teachers to use space creatively, and promote inclusive participation. Because these phases represent an optimal period for exposing learners to a wide variety of

games and movement forms, the toolkit should facilitate the integration of a broad range of activities grounded in recognised pedagogical models such as TGfU.

A foundational principle for lesson planning in PE is the consistent structuring of activities across terms. The recommendation to teach one unit of games per term, with each unit focusing on a single TGfU game type, provides coherence and prevents superficial coverage. For example, a term dedicated to modified volleyball would emphasise the principles associated with net/wall games, allowing learners to develop tactical awareness and refine relevant motor skills over several weeks. This structure ensures variety across the year while still allowing sufficient depth for skill acquisition and conceptual understanding.

To support progression and developmental appropriateness, CAPS incorporates movement education Grade statements that specify the expected movement outcomes for each Grade. These are shown in *Figure 9*: Movement education Grade statements, which highlights the increasing complexity of movement tasks from Grade 4-7. In the earlier Grades, the focus rests on fundamental locomotor actions, balance, rotation, and elevation, reinforcing the foundation upon which more advanced movement combinations can be built. Rhythmic movement, posture, and co-ordination gradually assume greater importance in Grades 5 and 6, preparing learners for the refined sequences and gymnastic or swimming actions expected in Grade 7.

| Grade 4<br>Terms 1 & 3 | Grade 5<br>Terms 1 & 3 | Grade 6<br>Terms 3 & 4 | Grade 7<br>Term 3 |
|---|---|---|---|
| Different ways to locomote, rotate, elevate and balance, using various parts of the body with control<br><br>Rhythmic movements with focus on posture | Movement sequences that require consistency and control in smooth and continuous combinations<br><br>Rhythmic movements and steps with attention to posture and style | Refined sequences emphasising changes of shape, speed and direction through gymnastic actions or swimming activities<br><br>Rhythmic patterns of movement with coordination and control | Performs a sequence of physical activities |

***Figure 9:*** *Movement education Grade statements in the CAPS from South Africa (UNESCO Chair Basel and Gqeberha, 2025).*

These developmental trajectories must be reflected in lesson planning. A well-designed PE toolkit, therefore, includes guidance on movement progressions, sample learning sequences, simplified rules for game modification, and criteria for selecting equipment that suits different developmental levels. It also includes strategies for adapting activities to suit diverse learning needs, ensuring that every learner can participate meaningfully regardless of prior experience, physical ability, or confidence. Small-group formats, flexible roles, and varied equipment sizes are essential features of such a toolkit.

Successful lesson planning also involves anticipating the logistical considerations that influence PE delivery. Teachers are encouraged to evaluate available space, identify potential safety concerns, and consider how to structure

transitions between activities to maximise active learning time in advance. Safety remains a consistent main priority, aligning with CAPS guidelines that emphasise appropriate surfaces, apparatus condition, warm-up and cool-down routines, first aid knowledge, spacing, adherence to instructions, and suitable clothing. Embedding safety within instructional content, rather than treating it as an add-on, helps establish responsible movement habits.

Moreover, central to an easy-to-implement PE toolkit is the emphasis on modifying games. Modifications include adjusting the size of playing areas, altering equipment to improve control, changing the number of players, simplifying or intensifying rules, and varying scoring systems. These adaptations allow for differentiated instruction and ensure that activities remain engaging while still promoting skill and knowledge development.
For example, reducing team size increases individual involvement, while adjusting ball type or racket size enhances learners' ability to experience success.

A strong toolkit also aligns games with broader learning goals, such as problem-solving, co-operation, resilience, and communication. The integration of these outcomes contributes to the holistic development envisioned in CAPS. Furthermore, structured reflection tasks, such as brief discussions on tactical choices or demonstrations of effective strategies, help learners consolidate understanding and transfer knowledge across different contexts.
Ultimately, a well-considered PE toolkit and lesson-planning approach enable teachers to deliver coherent, engaging, and inclusive Physical and Health Education programmes that adhere to CAPS requirements while remaining manageable within diverse school environments.

**By grounding learning in rich movement experiences and developmentally appropriate challenges, learners are equipped with both the competence and the confidence to participate in PA throughout their lives.**

# 8. The *KaziKidz* Lessons


**8.1. Physical and Health Education lessons (Grade 4-7)**
**8.2. Moving-to-Music lessons (Grade 4-7)**
**8.3. Health, Hygiene and Nutrition lessons (Grade 4-7)**

# PHYSICAL EDUCATION

KaziKidz

*Teaching Material for Schoolchildren*

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

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

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

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

# LESSON PLANS FOR

# Grade 4

Health & Hygiene and Nutrition

Physical Education

Moving to Music

KaziKidz

Teaching Material for Schoolchildren

# Lesson tracker

## Physical Education - Grade 4

| This overview table should facilitate the tracking of the lessons and assessments | | | | |
|---|---|---|---|---|
| **Component** | **Term** | **Week** | **Lesson Content** | **Date** |
| Physical Education | Term 1: Soccer | 1 | Lesson 1: Ball control and dribbling | |
| | | 2 | Lesson 2: Ball control and dribbling | |
| | | 3 | Lesson 3: Ball control and dribbling | |
| | | 4 | Lesson 4: Ball control and dribbling | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | 7 | Lesson of your choice | |
| | | Assessment – Soccer: Ball control and dribbling | | |
| | Term 2: Netball | 1 | Lesson 5: Agility | |
| | | 2 | Lesson 6: Agility | |
| | | 3 | Lesson 7: Agility | |
| | | 4 | Lesson 8: Agility | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | 7 | Lesson of your choice | |
| | | Assessment – Netball: Agility | | |
| | Term 3: Rhythmic movement | 1 | Lesson 9: Formations and movement repertoire | |
| | | 2 | Lesson 10: Freeze and space | |
| | | 3 | Lesson 11: Creative development | |
| | | 4 | Lesson 12: Jumping and landing | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | 7 | Lesson of your choice | |
| | | Assessment: Rhythmic movement | | |
| | Term 4: Track and field | 1 | Lesson 13: Throwing | |
| | | 2 | Lesson 14: Jumping and co-ordination | |
| | | 3 | Lesson 15: Examination | |
| | | 4 | Lesson 16: Examination | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | 7 | Lesson of your choice | |
| | | Assessment – Track and field: Throwing and co-ordination | | |

*Lesson of your choice: Repeating, combining or mixing the *KaziKidz* lessons or/and implementing your own ideas and activities

# Soccer: Passing and controlling

Physical education: Intermediate phase

## Equipment

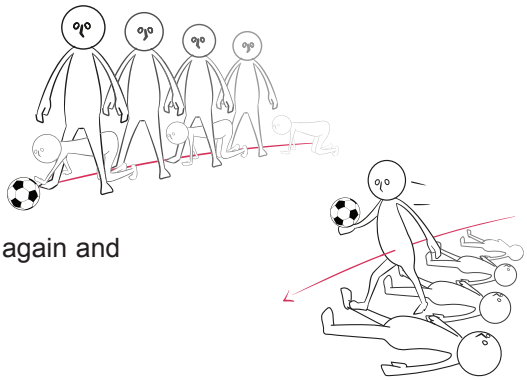
- Balls
- Cones
- Colour bands

## Tunnel-ball relay

Introduction
Time: ~ 10 min

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

### How to play



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

### Goal of the game

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

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

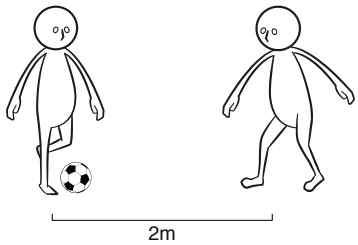
The teacher divides the learners into two groups. One half does the 'Pass and Control' exercise with the teacher. The other half plays the game 'Pass and Score'. First explain the game 'Pass and Score', then let the learners play and work with the others. After 10 to 15 minutes change the groups.

## Pass and control

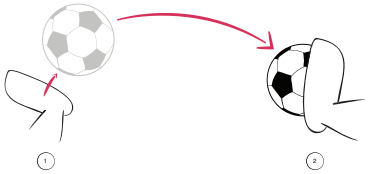
Main part
Time: ~ 10 min

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

### How to play




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




### Goal of the game

- To learn to pass and control the ball.

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

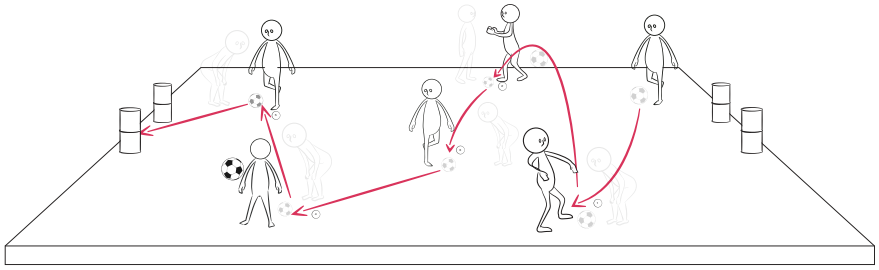
# Pass and score

Main part
Time: ~ 10 min

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

## How to play

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



## Goal of the game

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

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

# Cool down your body

Cool down
Time: ~ 10 min

## How to conduct

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

# Soccer: Passing and controlling

Physical education: Intermediate phase

## Equipment

- Cones
- Balls
- Ribbons

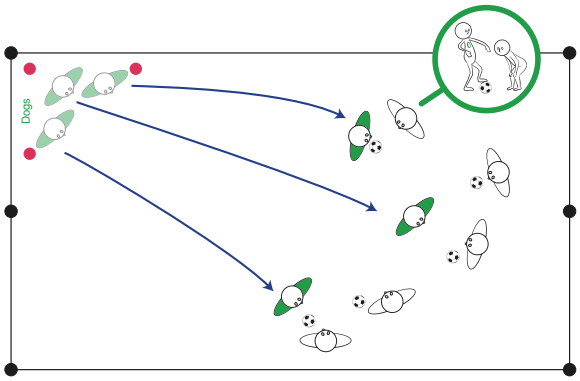
## Cats and dogs

Introduction
Time: ~ 10 min

**What you need:** Cones and balls

### How to play

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




### Goal of the game

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

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

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

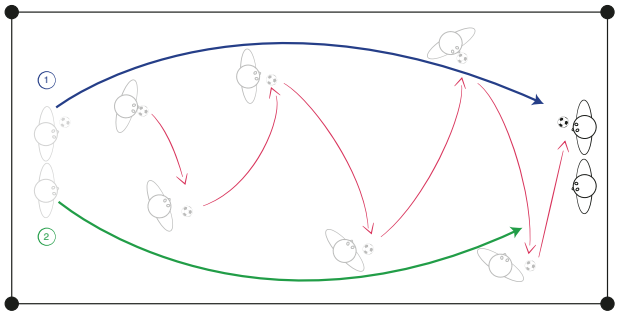
## Pass and control

Main part
Time: ~ 10 min

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

### How to play

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




### Goal of the game

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

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

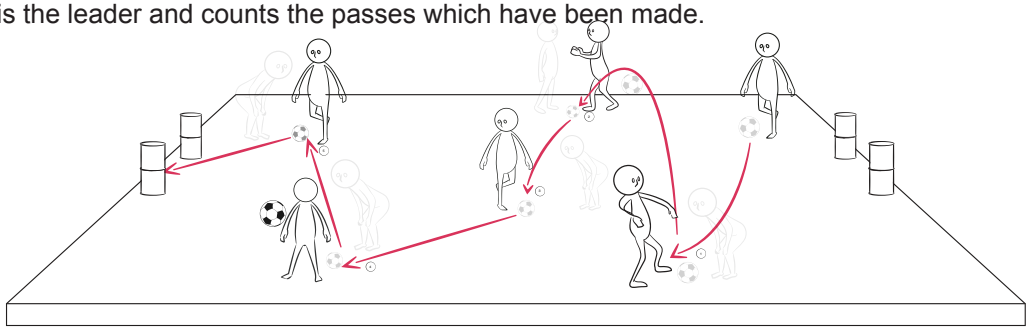
# Pass and score

Main part
Time: ~ 10 min

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

## How to play

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



## Goal of the game

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

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

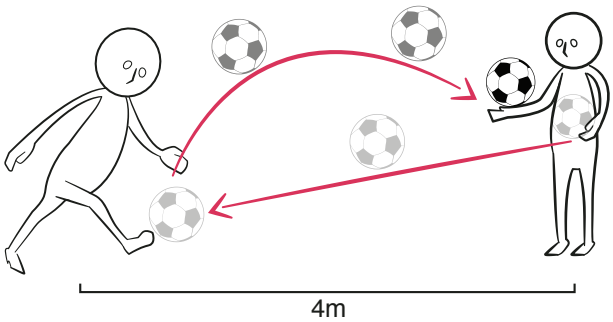
# Kick and catch

Cool down
Time: ~ 10 min

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

## How to play

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




## Goal of the game

- To concentrate on passing a ball high.

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

# Soccer: Passing and controlling

Physical education: Intermediate phase

## Equipment

- Colour bands
- Balls
- Cones

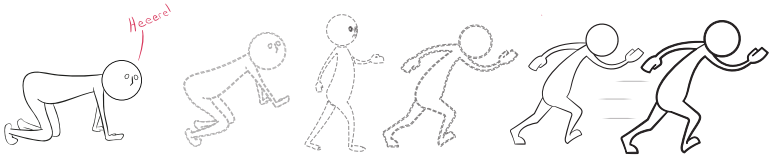
## Lion king

Introduction
Time: ~ 10 min

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

### How to play

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




### Goal of the game

- To develop reaction skills.

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

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

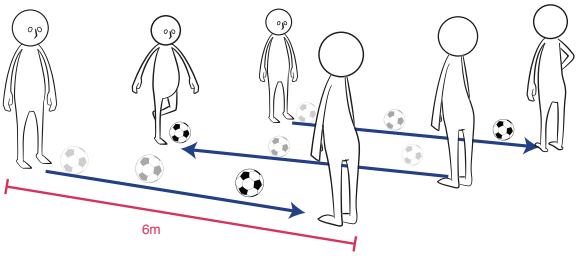
## Pass and control

Main part
Time: ~ 10 min

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

### How to play

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




### Goal of the game

- To learn to pass and control the ball.

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

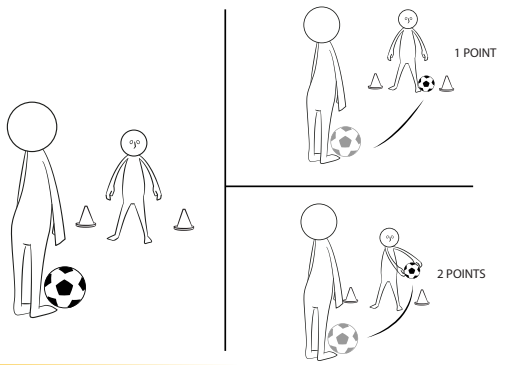
# High, higher, highest score

Main part
Time: ~ 10 min

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

## How to play

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




## Goal of the game

- To learn to pass precisely, low and high.

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

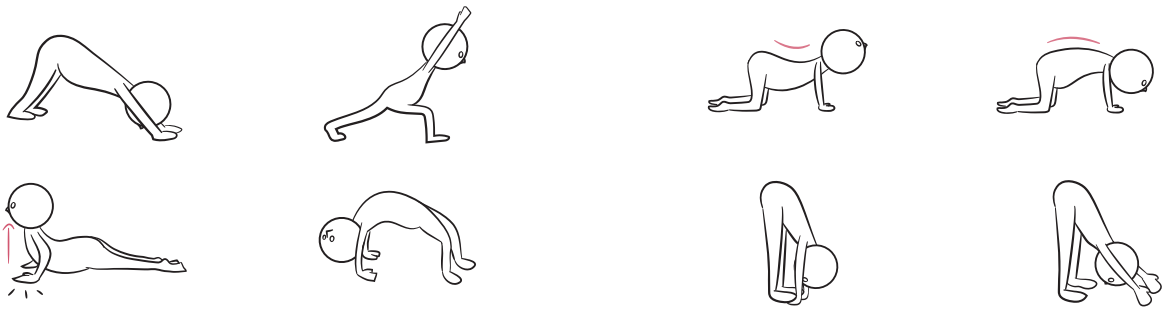
# Stretches in a circle

Cool down
Time: ~ 10 min

**What you need:** No equipment required

## How to stretch

Try to imitate as well as possible the pictures below.



## Goal of the task

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

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

# Soccer: Passing and controlling

Physical education: Intermediate phase

## Equipment

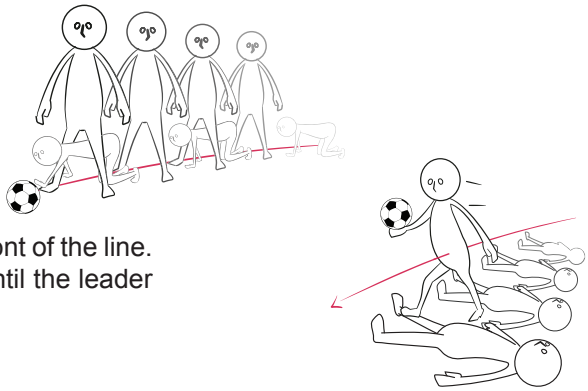
- Balls
- Colour bands
- Cones

## Tunnel-ball relay

Introduction
Time: ~ 10 min

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

### How to play



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

### Goal of the game

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

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

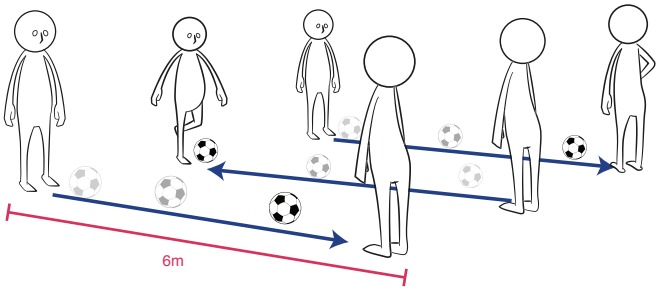
## Pass and control

Exam
Time: ~ 10 min

**What you need:** Balls.

### How to play

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




### Goal of the game

- To learn to pass and control the ball.

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

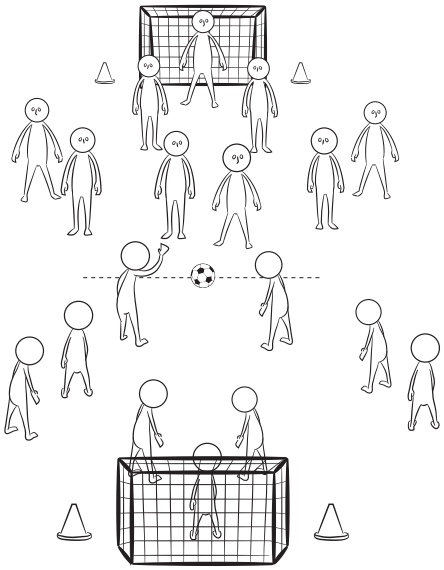
# Soccer

Main part
Time: ~ 10 min

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

## How to play

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



## Goal of the game

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

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

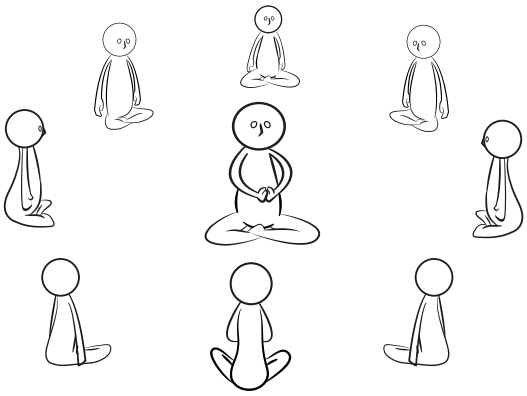
# 1, 2, 3 Freeze

Cool down
Time: ~ 10 min

**What you need:** No equipment required

## How to play

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



## Goal of the game

- To cool down while doing a funny activity.

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

# Assessment – Soccer: Passing & ball control

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

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

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

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

**Final evaluation table:**

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

# Assessment – Soccer: Passing & ball control

Class: _____ Grade: _____ Date: _____

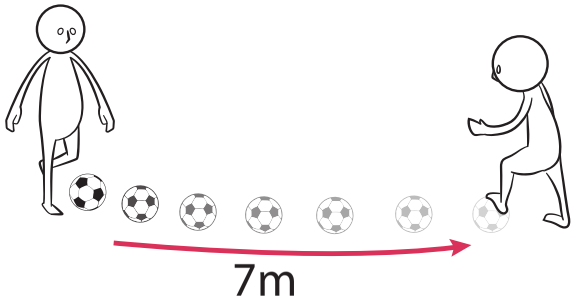
| TERM 1 | | Frequency of the participation in PE Lessons per term | | | | | | | | | | Movement performance | | | Total points per term (max 30) | Final mark |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Name | L1 | L2 | L3 | L4 | L5 | L6 | L7 | L8 | % | Points (max 20) | Ball control | Passing | Points (max 10) | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |

# Assessment – Soccer: Passing & ball control

Class: _____ Grade: _____ Date: _____

**Movement Performance – Passing & ball control**

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




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

# Assessment – Soccer: Passing & ball control

Class: _____ Grade: _____ Date: _____

| Name | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| | C<br>P | | | | |
| | C<br>P | | | | |
| | C<br>P | | | | |
| | C<br>P | | | | |
| | C<br>P | | | | |
| | C<br>P | | | | |
| | C<br>P | | | | |
| | C<br>P | | | | |
| | C<br>P | | | | |
| | C<br>P | | | | |
| | C<br>P | | | | |
| | C<br>P | | | | |

# Netball: Passing and catching

Physical education: Intermediate phase

## Equipment

- Cones
- Balls

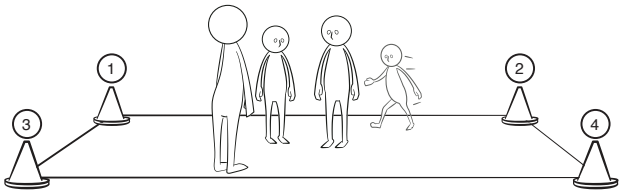
## Throw

Introduction
Time: ~ 10 min

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

### How to play

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




### Goal of the game

- To improve concentration and reaction speed.

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

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

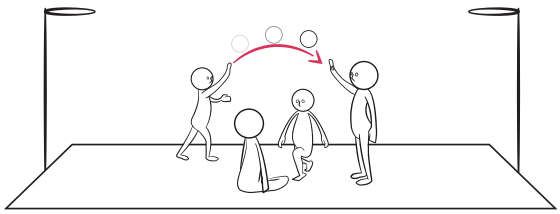
## Hot potato

Main part
Time: ~ 10 min

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

### How to play

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



### Goal of the game

- To practice to throw and catch a ball.

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

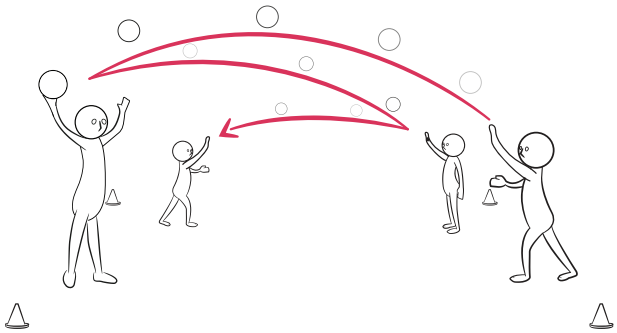
# Passing heroes

Main part
Time: ~ 10 min

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

## How to play

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



## Goal of the game

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

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

# Cool down stretch

Cool down
Time: ~ 10 min

## How to conduct

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

# Netball: Passing and catching

Physical education: Intermediate phase

## Equipment

- Colour bands
- Balls

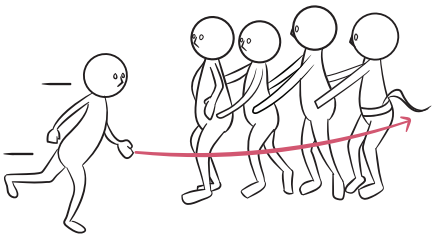
## Fox and geese

Introduction
Time: ~ 10 min

**What you need:** Colour bands

### How to play

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



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

### Goal of the game

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

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

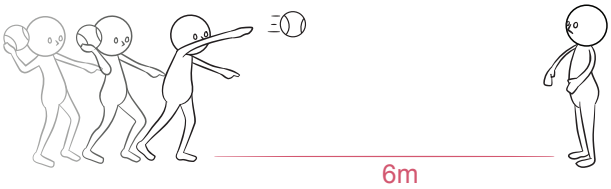
## The shoulder pass

Main part
Time: ~ 10 min

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

### How to play

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




### Goal of the game

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

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

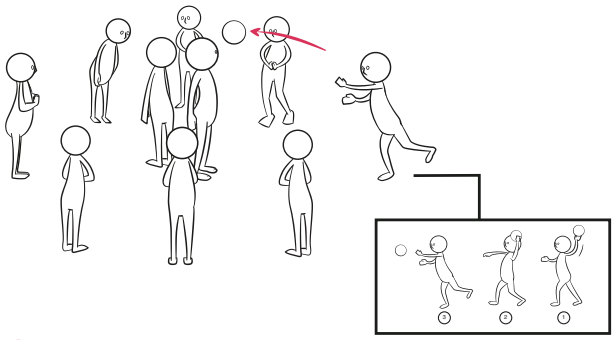
# Circle dodge-ball

Main part
Time: ~ 10 min

**What you need:** Soft balls

## How to play

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



## Goal of the game

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

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

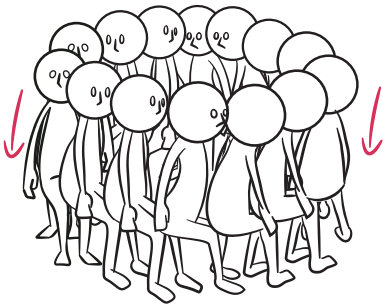
# Mass lap-sitting

Cool down
Time: ~ 10 min

**What you need:** No equipment required

## How to play

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



## Goal of the game

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

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

# Netball: Passing and catching

Physical education: Intermediate phase

## Equipment

- Balls
- Cones

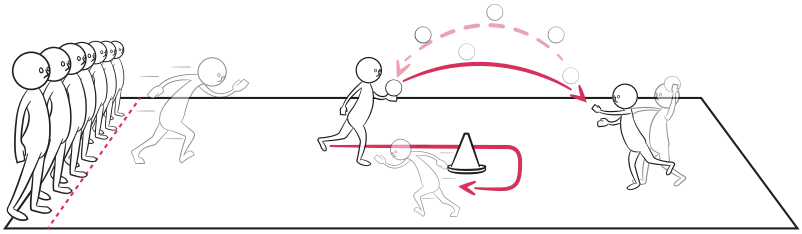
## Passing champ relay

Introduction
Time: ~ 10 min

**What you need:** Balls

### How to play

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



### Goal of the game

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

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

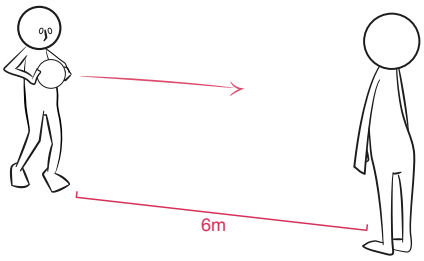
## The chest pass

Main part
Time: ~ 10 min

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

### How to play

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




### Goal of the game

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

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

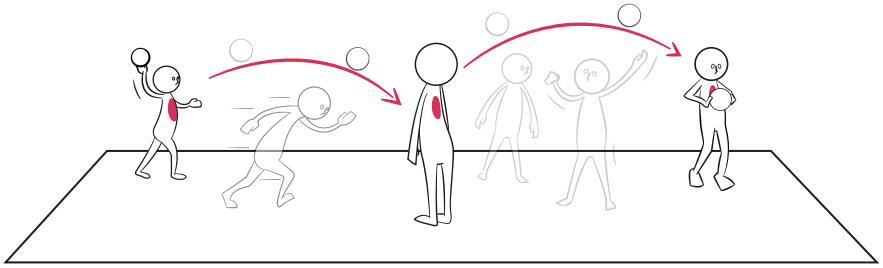
# Speed ball

Main part
Time: ~ 10 min

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

## How to play

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



## Goal of the game

- To learn to pass in a real game situation.

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

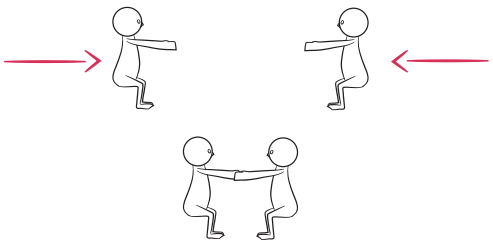
# Duck-fighting

Cool down
Time: ~ 10 min

**What you need:** No equipment required

## How to play

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



## Goal of the game

- To improve balance skills and core muscles.

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

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

# Netball: Passing and catching

Physical education: Intermediate phase

## Equipment

- Balls
- Colour bands

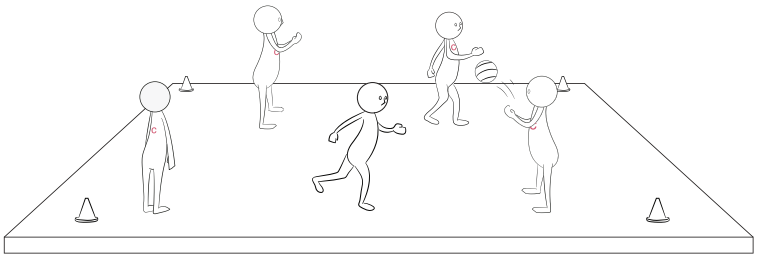
## Tag the enemy

Introduction
Time: ~ 10 min

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

### How to play

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



### Goal of the game

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

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

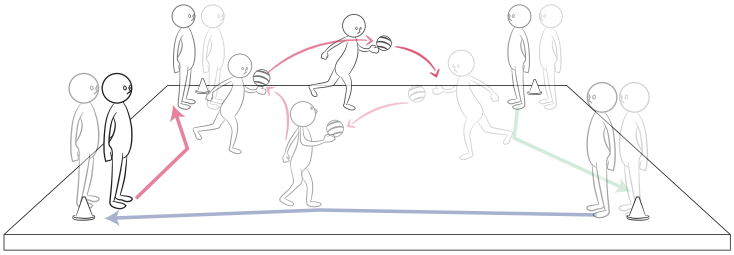
## Chest pass circle

Main part
Time: ~ 10 min

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

### How to play

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



### Goal of the game

- To encourage good passing technique and timing of movement.

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

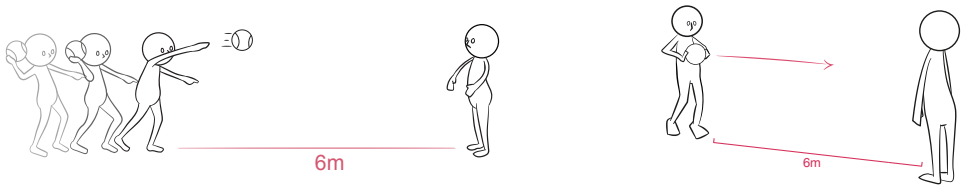
# Assessment: Passing and catching

Exam
Time: ~ 10 min

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

## How to conduct

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



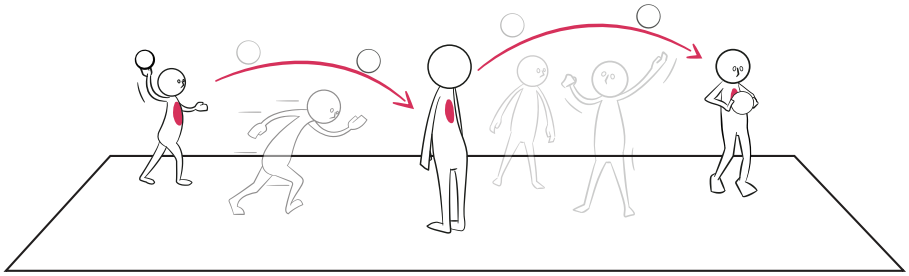

# Speed ball

Cool down
Time: ~ 10 min

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

## How to play

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



## Goal of the game

- To learn to pass in a real game situation.

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

# Assessment – Netball: Passing & catching

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

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

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

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

**Final evaluation table:**

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

# Assessment – Netball: Passing & catching

Class: _____ Grade: _____ Date: _____

| TERM 2 | | Frequency of the participation in PE Lessons per term | | | | | | | | | | Movement performance | | | Total points per term (max 30) | Final mark |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Name | L1 | L2 | L3 | L4 | L5 | L6 | L7 | L8 | % | Points (max 20) | Catching | Passing | Points (max 10) | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |

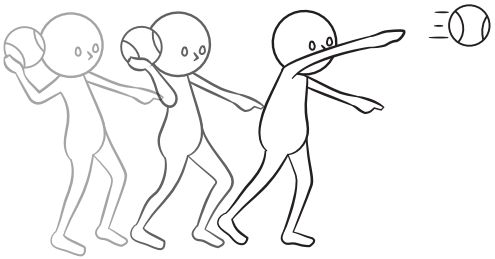
# Assessment – Netball: Passing & catching

Class: _____ Grade: _____ Date: _____

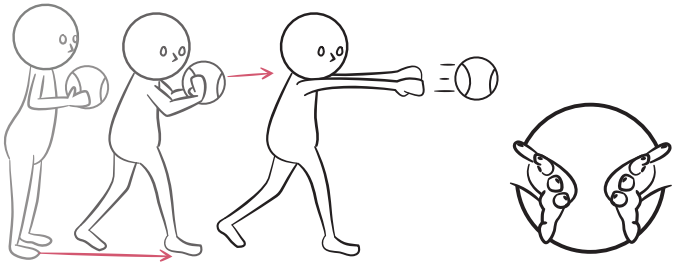
**Movement Performance – Passing & Catching**

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

**Shoulder pass:**



**Chest pass:**



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

# Assessment – Netball: Passing & catching

Class: _____ Grade: _____ Date: _____

| Name | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| | C<br>P | | | | |
| | C<br>P | | | | |
| | C<br>P | | | | |
| | C<br>P | | | | |
| | C<br>P | | | | |
| | C<br>P | | | | |
| | C<br>P | | | | |
| | C<br>P | | | | |
| | C<br>P | | | | |
| | C<br>P | | | | |
| | C<br>P | | | | |
| | C<br>P | | | | |

# Rhythmic movement: Rhythm and body percussion

Physical education: Intermediate phase

## Accompaniment

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

## Move! But how?

Introduction
Time: ~ 5 min

### How to play

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

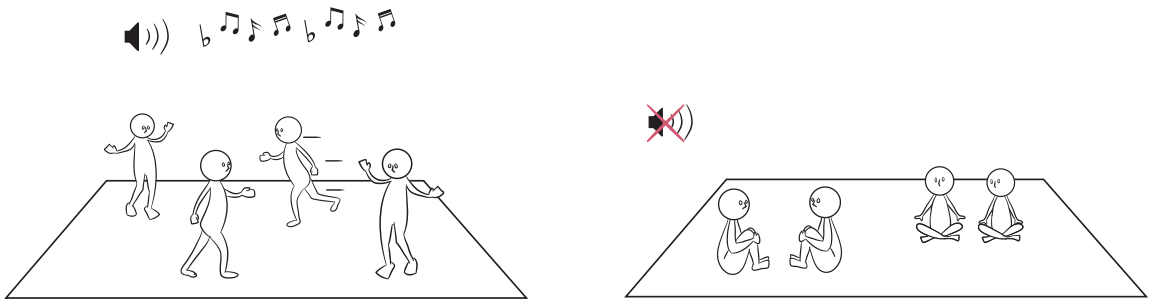
## Stop 'n formation

Introduction
Time: ~ 5 min

**Accompaniment:** Play music.

### How to play

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



## Rhythm circle

Main part
Time: ~ 5 min

### How to play

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

## Body percussion circle

Main part
Time: ~ 5 min

### How to play

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

## Creative group activity: Body percussion sequence

Main part
Time: ~ 10 min

### How to play

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

## Cool down

Cool down
Time: ~ 10 min

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

# Rhythmic movement: Formations

Physical education: Intermediate phase

## Accompaniment

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

## Move! But how?

Introduction
Time: ~ 5 min

**Accompaniment:** Play music.

### How to play

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

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

## Stop 'n freeze

Main part
Time: ~ 10 min

**Accompaniment:** Play music.

### How to play

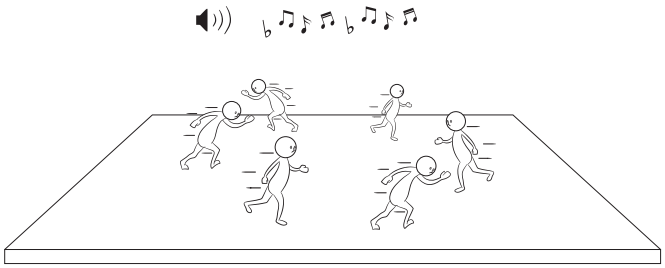
1. Play music: "Move freely to the music." (Move across entire area).
2. Stop the music: "Freeze! Do not move!"
3. Repeat the above 5 times.
4. Now, play and stop the music each time with a different instruction for the freeze:
   a) "Stand on one leg."
   b) "Place one leg and two hands on the floor."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

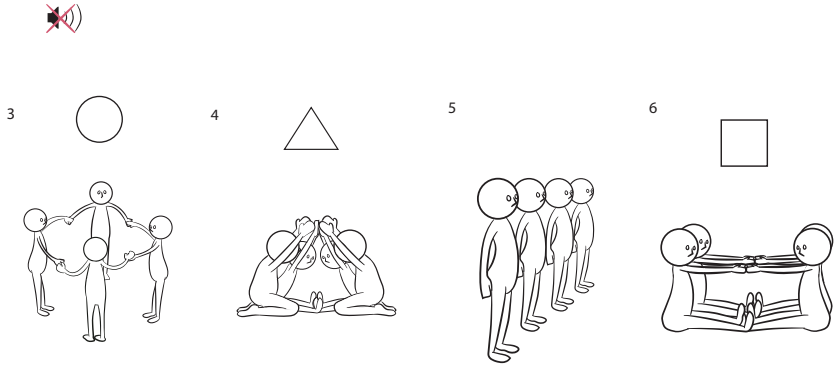
# Group formations

Main part
Time: ~ 5 min

## How to play

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



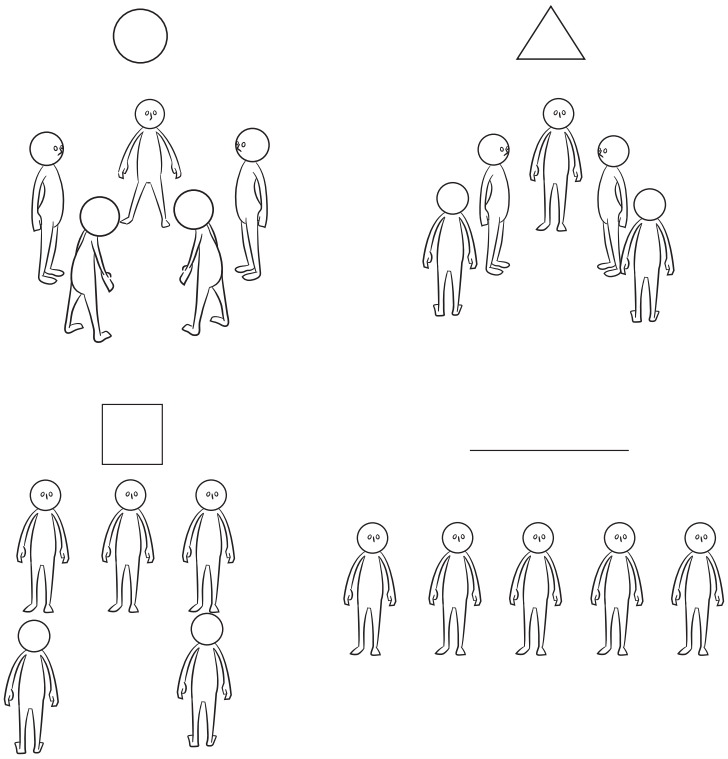



# Creative group activity

Main part
Time: ~ 10 min

## How to play

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



# Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.

# Rhythmic movement: Movement repertoire & body percussion

Physical education: Intermediate phase

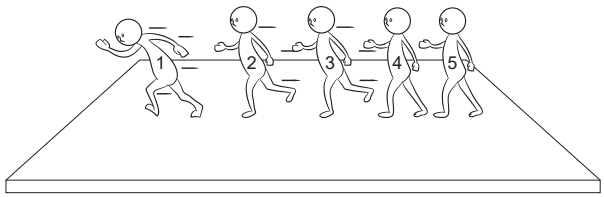
## Accompaniment

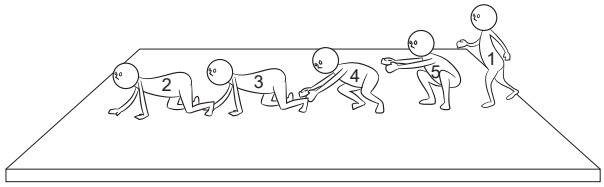
- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## Follow the leader

Introduction
Time: ~ 5 min

### How to play



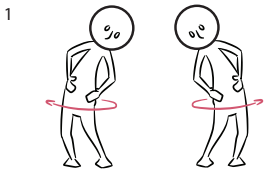

Make groups of five. Choose a leader for each group. Instruct the leaders to walk in interesting ways (i.e. walking, skipping, crawling etc.). Learners must follow their leader.

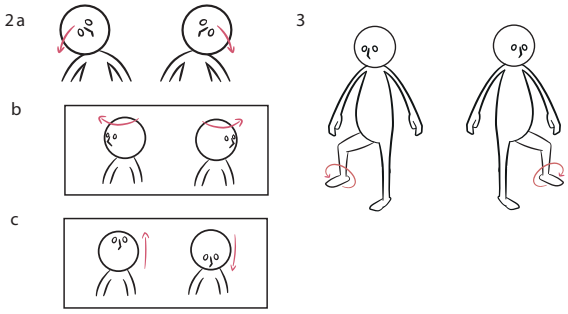
1. First leader must: “Walk and do interesting movements”. “Try not to crash with another group. Follow your leader!”
2. After 30 seconds: “Leaders, crawl! Follow your leader!”
3. After 30 seconds: “Turn around to face the back. Back person, you are now the new leader. ”
4. “Leader, dance around. Follow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

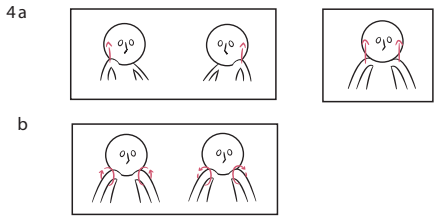
## Mobilization and isolations

Introduction
Time: ~ 5 min

### How to move



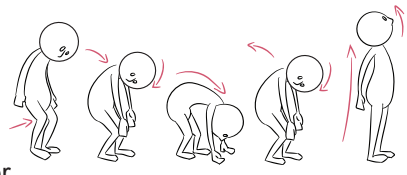




1. Hula hoops: Stand with your legs a bit wider apart and make hula hoop circles with your hips. Circle 5 times in one direction, then 5 times in the other direction.
2. Neck movements:
   a. Look straight ahead. Drop your right ear to your right shoulder. Repeat the same head movement to the left side.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

# Mobilization and isolations

Continued

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



# Body percussion circle

Main part
Time: ~ 5 min

## How to play

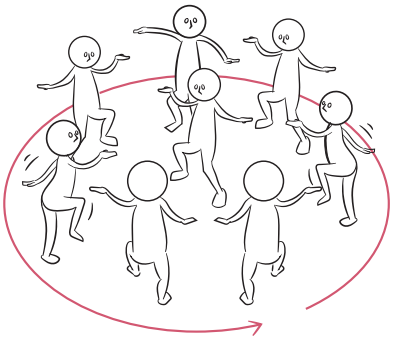
1. Make a circle.
2. Instruct learners:
   a. "Clap your hands 1, 2, 3." Let them repeat the claps after you.
   b. "Snap your fingers 1, 2, 3." Let them repeat the snaps after you.
   c. "Slap your thighs 1, 2, 3." Let them repeat the slaps after you.
   d. "Stomp your feet, 1, 2, 3." Let them repeat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

# Travelling dance circle

Main part
Time: ~ 5 min

## How to play

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



# Creative group activity

Main part
Time: ~ 10 min

## How to play

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

# Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.

# Rhythmic movement: Shapes and levels

Physical education: Intermediate phase

## Accompaniment

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

## Intro ritual

Introduction
Time: ~ 5 min

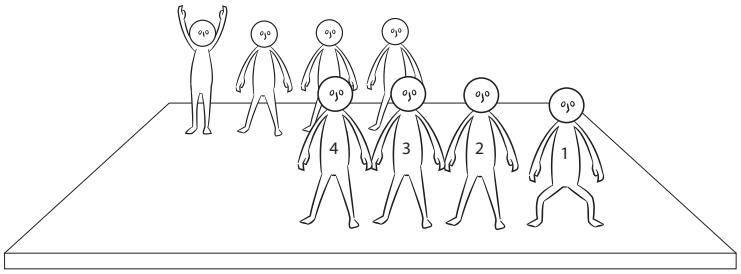
1. "Stand in a circle."
2. "Greet the person standing next to you with a movement of your choice."

## Follow the leader

Introduction
Time: ~ 5 min

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

### How to play



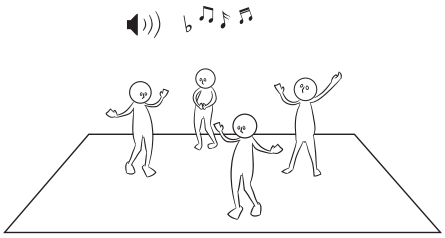

1. "Make groups of 4."
2. "Stand in a line, next to each other."
3. Choose a leader for each group.
4. "Leader, move at different levels i.e. do high, medium or low level movements."
5. After 1 minute, "Change leader."
6. "New leader, move at a different level."
7. After 1 minute, "Change leader."
8.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

## Pose game

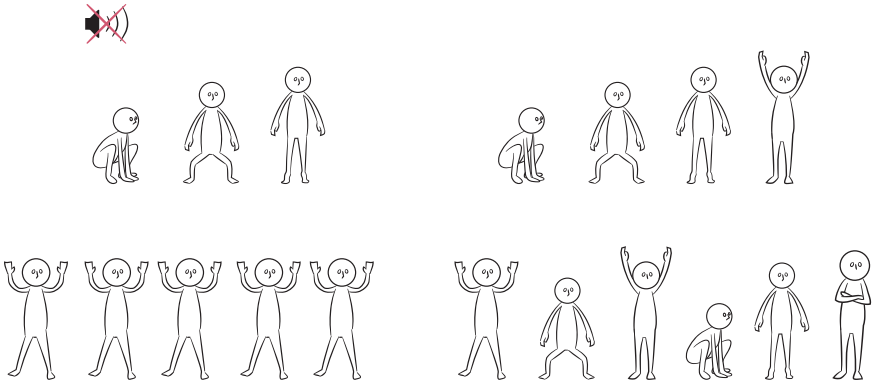
Main part
Time: ~ 5 min

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

### How to play



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

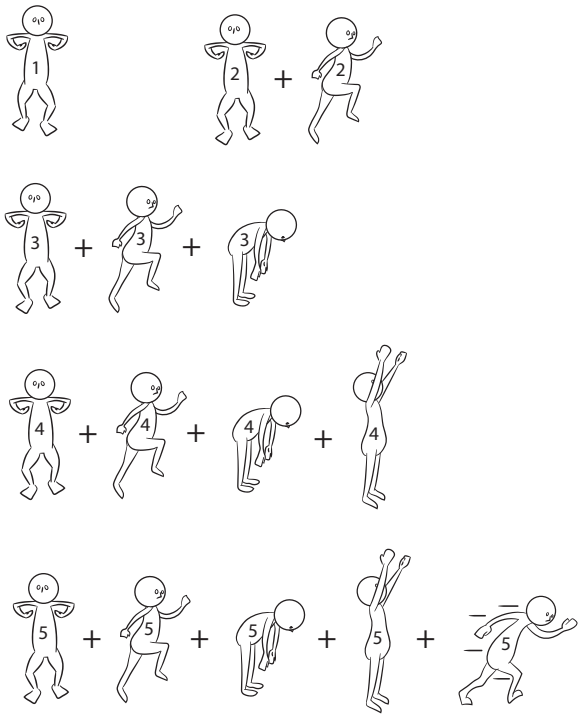


# Copy and add

Main part
Time: ~ 10 min

## How to play

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



# Favourite moves

Main part
Time: ~ 10 min

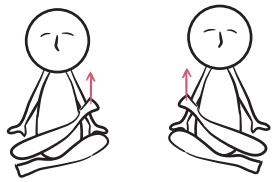
## How to play

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

# Outro

Cool down
Time: ~ 5 min

## How to stretch



1. "Sit on the floor with stretched out legs. Close your eyes."
2. "Imagine your feet and hands have strings attached to them."
   - "Slowly, pull your right toes towards your head. Flex your feet hold it there for 8 counts and relax again."
   - "Slowly, pull your left toes towards you head. Flex your feet. Feel the tension that builds up. Hold it for 8 counts and relax again."
   - "Try pulling the string on the back of your right hand towards your elbow. Hold it there for 8 counts and loosen it up again."
   - "Try pulling the string on the back of your left hand towards your elbow. Flex your hand. Hold it there for 8 counts and loosen it up again."

3. You can play a soft, relaxing song in the background or hum a slow melody.
4. "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts." Repeat deep breaths 3 times.

# Assessment – Rhythmic movement

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

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

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

# Assessment – Rhythmic movement

Class: _____ Grade: _____ Date: _____

| TERM 3 | | Frequency of the participation in PE Lessons per term | | | | | | | | | | Movement performance | | Total points per term (max 30) | Final mark |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Name | L1 | L2 | L3 | L4 | L5 | L6 | L7 | L8 | % | Points (max 20) | Rhythm and social skills | Points (max 10) | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

# Evaluation sheet – Rhythmic movement

First and last name: _____

Date: _____ Class: _____

**Rating:**

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

**1 point:** Meets the expectations

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

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

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

**General comments:**

_____

_____

_____

_____

| Total Points | Achievement Description | Final mark |
|---|---|---|
| 0-8 | Not achieved | 1 |
| 9-12 | Elementary achievement | 2 |
| 13-15 | Moderate achievement | 3 |
| 16-18 | Adequate achievement | 4 |
| 19-21 | Substantial achievement | 5 |
| 22-24 | Meritorious achievement | 6 |
| 25-30 | Outstanding achievement | 7 |

# Running disciplines: Endurance

Physical education: Intermediate phase

## Equipment

- Cones
- 30 balls (any kind)

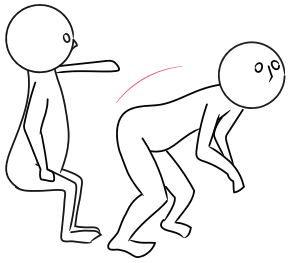
## Toilet tag

Introduction
Time: ~ 10 min

**What you need:** No equipment required

### How to play

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



### Goal of the game

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

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

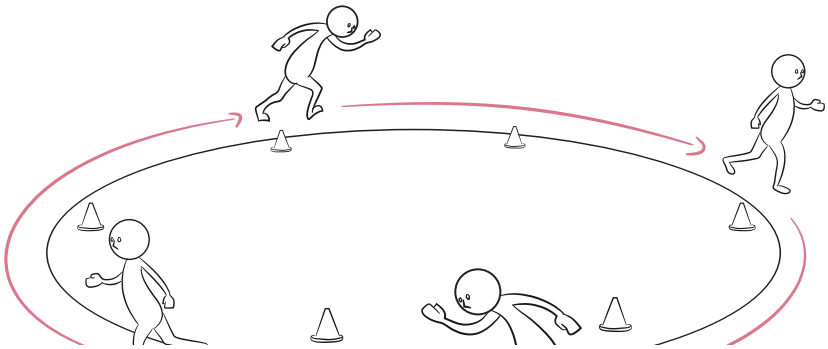
## 6-Minutes endurance run

Main part
Time: ~ 10 min

**What you need:** Cones

### How to play

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



### Goal of the game

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

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

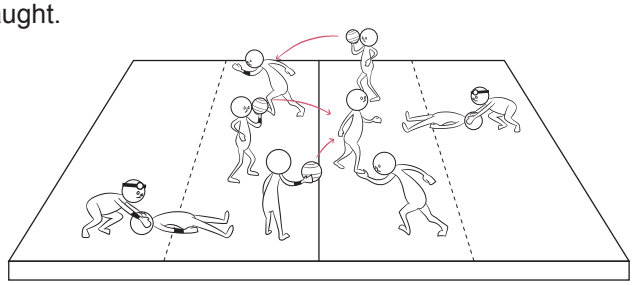
# The doctor

Main part
Time: ~ 10 min

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

## How to play

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




## Goal of the game

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

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

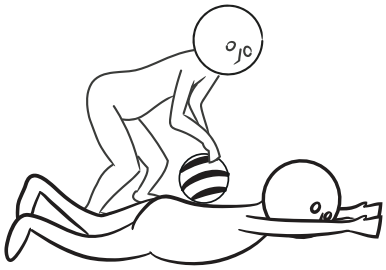
# Massage

Cool down
Time: ~ 10 min

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

## How to execute

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



## Goal of the task

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

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

# Running disciplines

Physical education: Intermediate phase

## Equipment

- Colour bands
- Cones
- 4-7 Balls

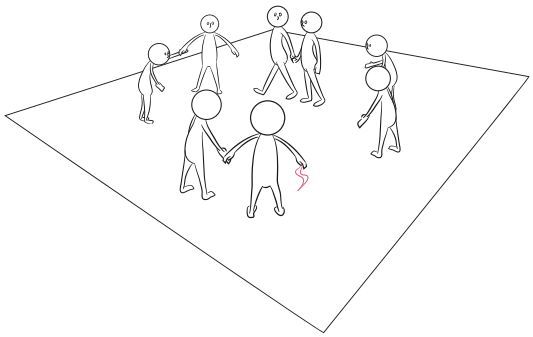
## Couple tag

Introduction
Time: ~ 10 min

**What you need:** Colour bands

### How to play

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



### Goal of the game

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

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

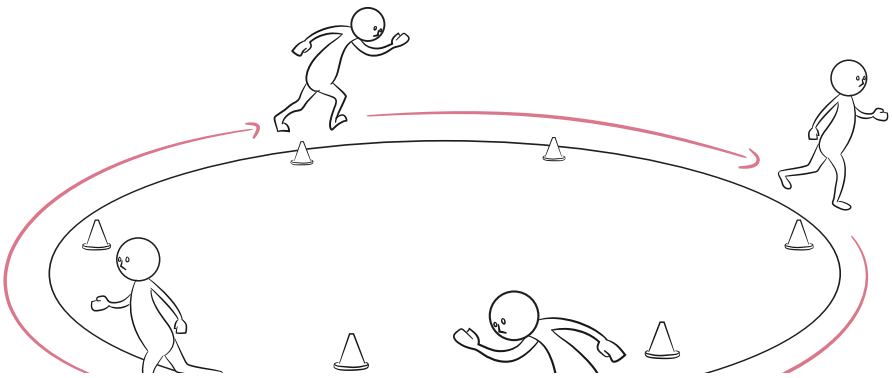
## 6-Minutes endurance run

Main part
Time: ~ 10 min

**What you need:** Cones

### How to play

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



### Goal of the game

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

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

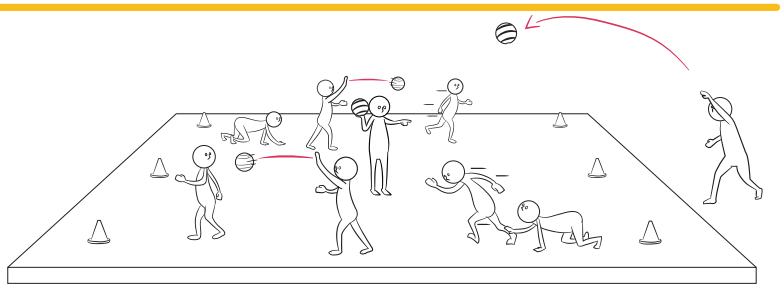
# Zombie ball

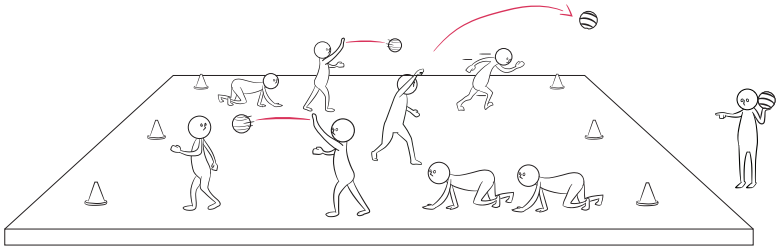
Main part
Time: ~ 10 min

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

## How to play

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





## Goal of the game

- To improve reaction skills and to avoid the ball.

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

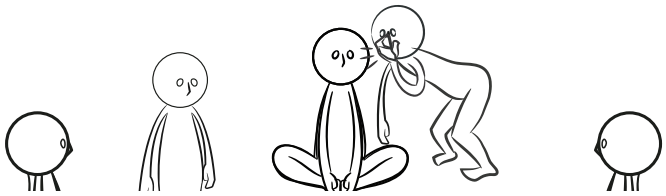
# Wake up

Cool down
Time: ~ 10 min

**What you need:** No equipment required

## How to play

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



## Goal of the game

- To relax deeply and cool down.

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

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

# Running disciplines: Examination

Physical education: Intermediate phase

## Equipment

- Cones
- Paper
- Pen

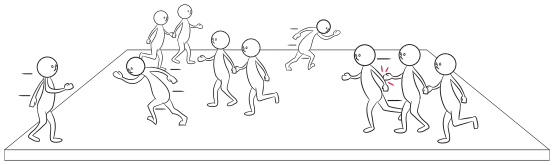
## Chain tag

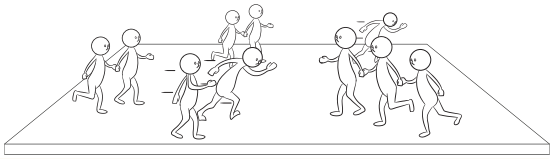
Introduction
Time: ~ 10 min

**What you need:** Cones

### How to play

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





### Goal of the game

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

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

## Examination: First trial

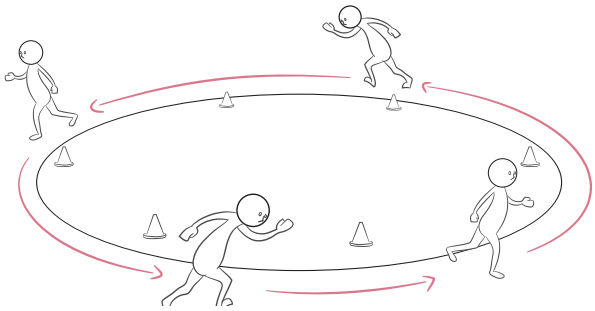
Exam
Time: ~ 20 min

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

### How to conduct

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

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



# Examination: First trial

min Continued

**Evaluation criteria:**

| | 8 years (8 minutes) | 9 years (9 minutes) | 10 years (10 minutes) |
|---|---|---|---|
| **No stop** | 5 points | 5 points | 5 points |
| **1 stop** | 4 points | 4 points | 4 points |
| **2 stops** | 3,5 points | 3,5 points | 3,5 points |
| **3 stops** | 3 points | 3 points | 3 points |
| **4 stops** | 2 points | 2 points | 2 points |
| **5 stops** | 1 point | 1 point | 1 point |
| **6 or more stops** | 0 point | 0 point | 0 point |

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

## Goal of the exam

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

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

# Wake up

Cool down
Time: ~ 10 min

**What you need:** No equipment required

## How to play

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

## Goal of the game

- To relax deeply and cool down.

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

# Running disciplines: Examination

Physical education: Intermediate phase

## Equipment

- Cones
- Colour bands
- Paper
- Pen

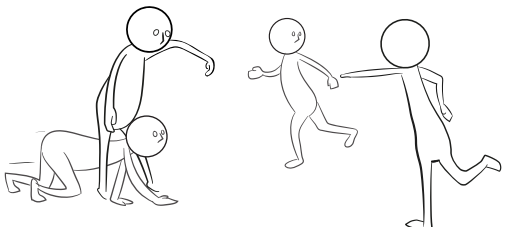
## Gate tag

Introduction
Time: ~ 10 min

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

### How to play

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



### Goal of the game

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

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

## Examination: Second trial

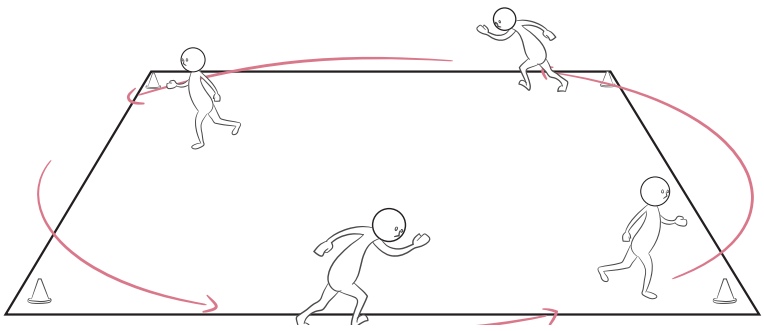
Exam
Time: ~ 20 min

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

### How to conduct

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

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



# Examination: Second trial

min Continued

**Evaluation criteria:**

| | 8 years (8 minutes) | 9 years (9 minutes) | 10 years (10 minutes) |
|---|---|---|---|
| **No stop** | 5 points | 5 points | 5 points |
| **1 stop** | 4 points | 4 points | 4 points |
| **2 stops** | 3,5 points | 3,5 points | 3,5 points |
| **3 stops** | 3 points | 3 points | 3 points |
| **4 stops** | 2 points | 2 points | 2 points |
| **5 stops** | 1 point | 1 point | 1 point |
| **6 or more stops** | 0 point | 0 point | 0 point |

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

## Goal of the exam

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

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

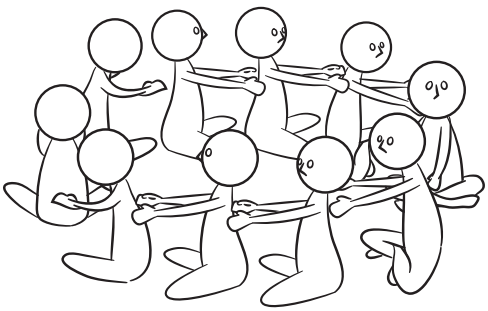
# Massage in a circle

Cool down
Time: ~ 10 min

**What you need:** No equipment required

## How to play

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



## Goal of the game

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

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

# Assessment – Track and field: Running

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

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

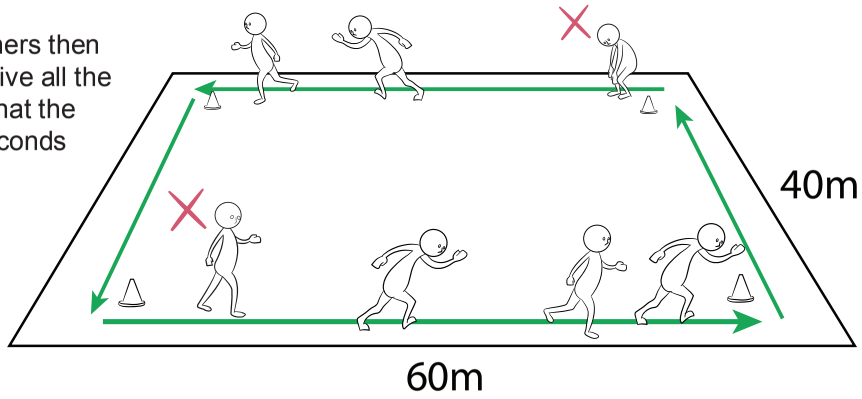
**Movement performance:** The learner will be observed from the teacher for his running skills. He can get 10 points for his movement performance in total.

**Final evaluation table:**

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

**Movement Performance – Running**

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



# Assessment – Track and field: Running

Class: _____ Grade: _____ Date: _____

| TERM 4 | | Frequency of the participation in PE Lessons per term | | | | | | | | | | Movement performance | | Total points per term (max 30) | Final mark |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Name | L1 | L2 | L3 | L4 | L5 | L6 | L7 | L8 | % | Points (max 20) | Running | Points (max 10) | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

# Assessment – Track and field: Running

Class: _____ Grade: _____ Date: _____

| | Running skill points | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Name | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

# LESSON PLANS FOR Grade 5

Health & Hygiene and Nutrition

Physical Education

Moving to Music

KaziKidz

Teaching Material for Schoolchildren

# Lesson tracker

## Physical Education - Grade 5

| This overview table should facilitate the tracking of the lessons and assessments | | | | |
|---|---|---|---|---|
| **Component** | **Term** | **Week** | **Lesson Content** | **Date** |
| Physical Education | Term 1: Soccer | 1 | Lesson 1: Ball control and dribbling | |
| | | 2 | Lesson 2: Ball control and dribbling | |
| | | 3 | Lesson 3: Ball control and dribbling | |
| | | 4 | Lesson 4: Ball control and dribbling | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | 7 | Lesson of your choice | |
| | | Assessment – Soccer: Ball control and dribbling | | |
| | Term 2: Netball | 1 | Lesson 5: Agility | |
| | | 2 | Lesson 6: Agility | |
| | | 3 | Lesson 7: Agility | |
| | | 4 | Lesson 8: Agility | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | 7 | Lesson of your choice | |
| | | Assessment – Netball: Agility | | |
| | Term 3: Rhythmic movement | 1 | Lesson 9: Formations and movement repertoire | |
| | | 2 | Lesson 10: Freeze and space | |
| | | 3 | Lesson 11: Creative development | |
| | | 4 | Lesson 12: Jumping and landing | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | 7 | Lesson of your choice | |
| | | Assessment : Rhythmic movement | | |
| | Term 4: Track and field | 1 | Lesson 13: Throwing | |
| | | 2 | Lesson 14: Jumping and co-ordination | |
| | | 3 | Lesson 15: Examination | |
| | | 4 | Lesson 16: Examination | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | 7 | Lesson of your choice | |
| | | Assessment – Track and field: Throwing and co-ordination | | |

*Lesson of your choice: Repeating, combining or mixing the *KaziKidz* lessons or/and implementing your own ideas and activities

# Soccer: Ball control & dribbling

Physical education: Intermediate phase

## Equipment

- Balls
- Cones
- Piece of wood

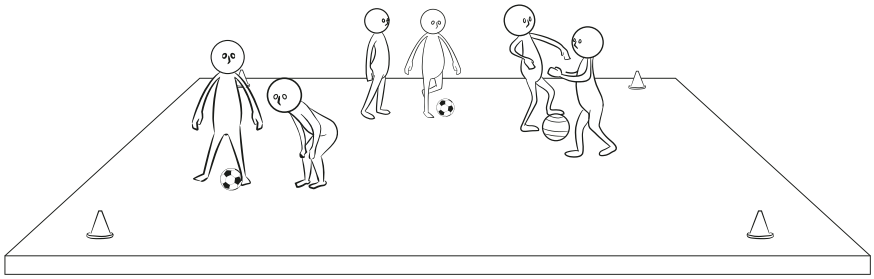
## The soccer ball robber

Introduction
Time: ~ 10 min

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

### How to play

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



### Goal of the game

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

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

## Main part overview

Main part
Time: ~ 20 min

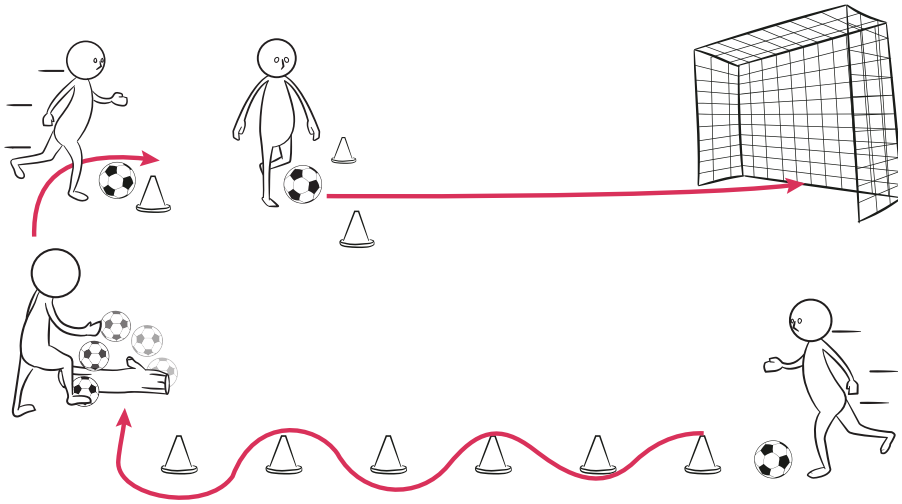
The teacher divides the learners into two groups. One half does the exercise “Dribble Obstacle Course” with the teacher. The other half plays the game “Behind Enemy Lines”. The teacher first explains the game “Pass and Score”, then allows one group to play that game, whilst he or she works with the group.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

## Dribble obstacle course

**What you need:** Balls, cones

### How to play

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



# Dribble obstacle course

Continued

## Goal of the game

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

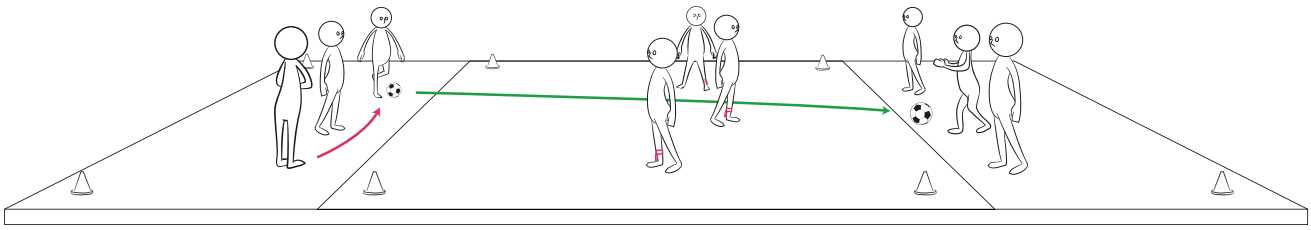
**What to watch for:** The teacher should check that the learners are moving on the playing field in order to create space and possibilities for the allied team to be able to pass.

# Behind enemy lines

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

## How to play

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



## Goal of the game

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

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

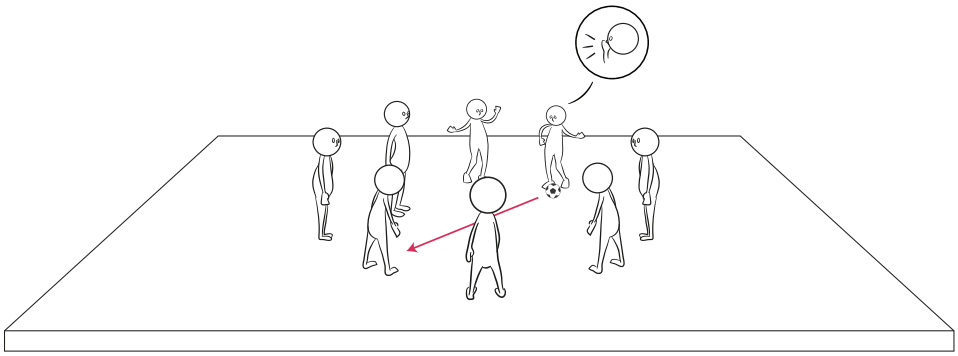
# Popcorn ball

Cool down
Time: ~ 10 min

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

## How to play

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



## Goal of the game

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

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

# Soccer: Ball control & dribbling

Physical education: Intermediate phase

## Equipment

- Balls
- Cones
- Piece of wood
- Colour bands

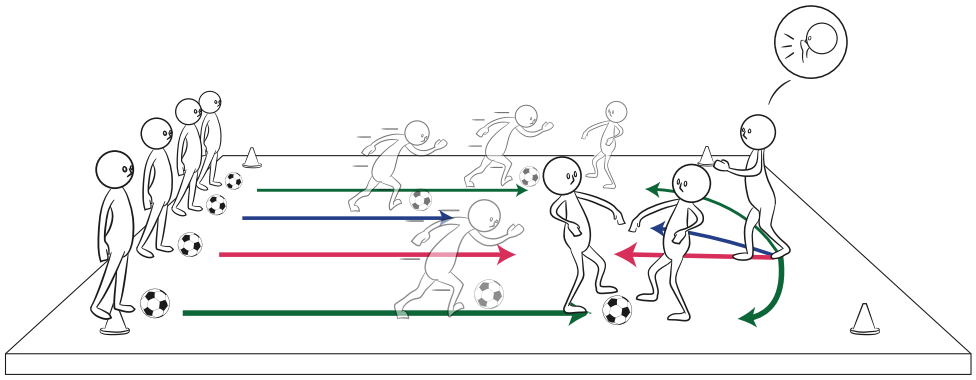
## The soccer ball virus

Introduction
Time: ~ 10 min

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

### How to play

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



### Goal of the game

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

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

## Main part overview

Main part
Time: ~ 20 min

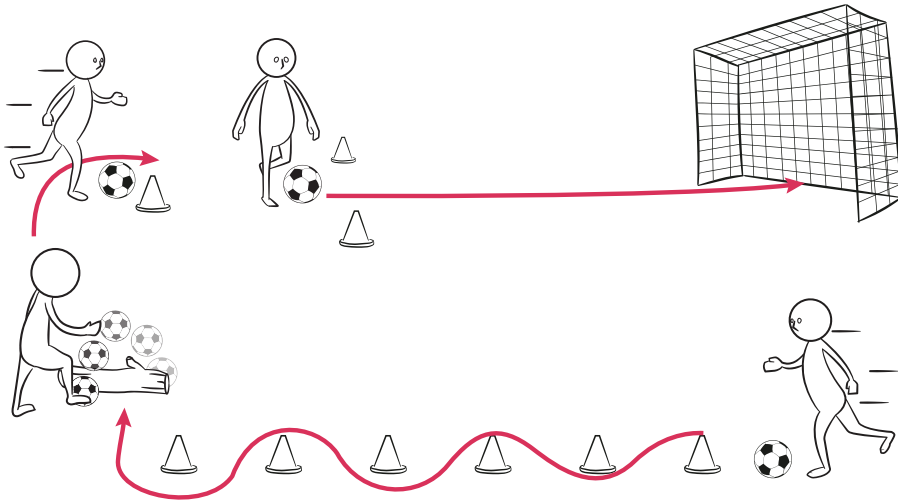
The teacher divides the learners into two groups. One half does the exercise "Dribble Obstacle Course" with the teacher. The other half plays the game "Reverse Soccer". The teacher first explains the game "Pass and Score", then allows one group to play that game, whilst he or she works with the group.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

# Dribble obstacle course

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

## How to play

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



## Goal of the game

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

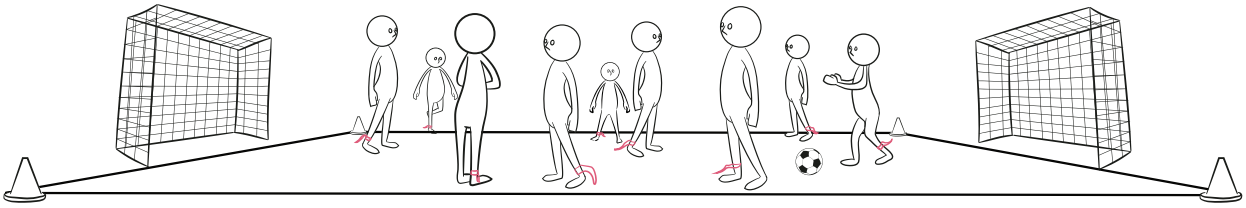
**What to watch for:** The teacher should check that the learners are moving on the playing field in order to create space and possibilities for the allied team to be able to pass.

# Reverse soccer

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

## How to play

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



## Goal of the game

- To improve laterality

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

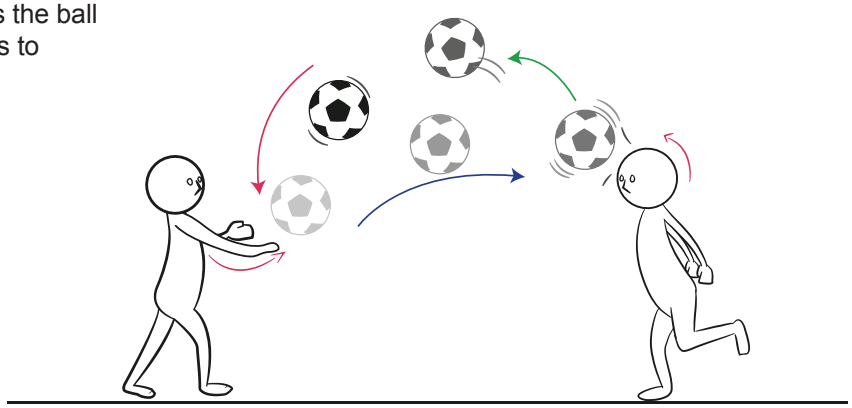
# Smart head

Cool down
Time: ~ 10 min

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

## How to play

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



## Goal of the game

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

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

# Soccer: Ball control & dribbling

Physical education: Intermediate phase

## Equipment

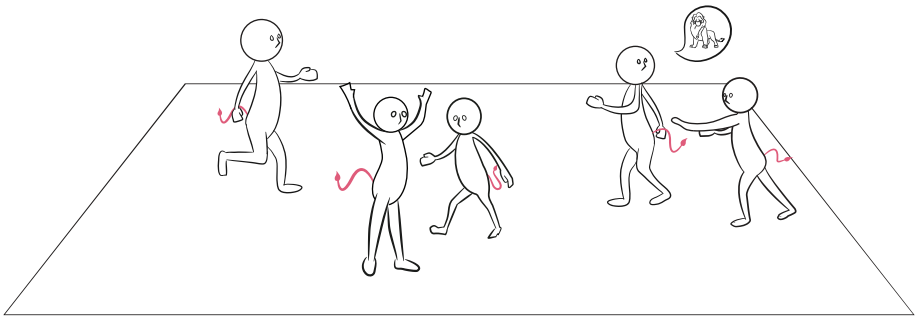
- Balls
- Cones
- Piece of wood
- Colour bands

## Lion tails

Introduction
Time: ~ 10 min

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

### How to play



Each learner is a 'lion' and has a 'tail' tucked into the back of his or her shorts. The tail must be visible so that other lions can steal it. The learners run around the field, trying to steal the tails of the other lions. If a learner steals one tail, he or she has to put both tails into the back of his or her shorts. The lions cannot hold onto their tails to stop them from being stolen; they need to protect their tails by running away. Play the game for 5 minutes and then check who has the most tails.

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

### Goal of the game

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

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

## Main part overview

Main part
Time: ~ 20 min

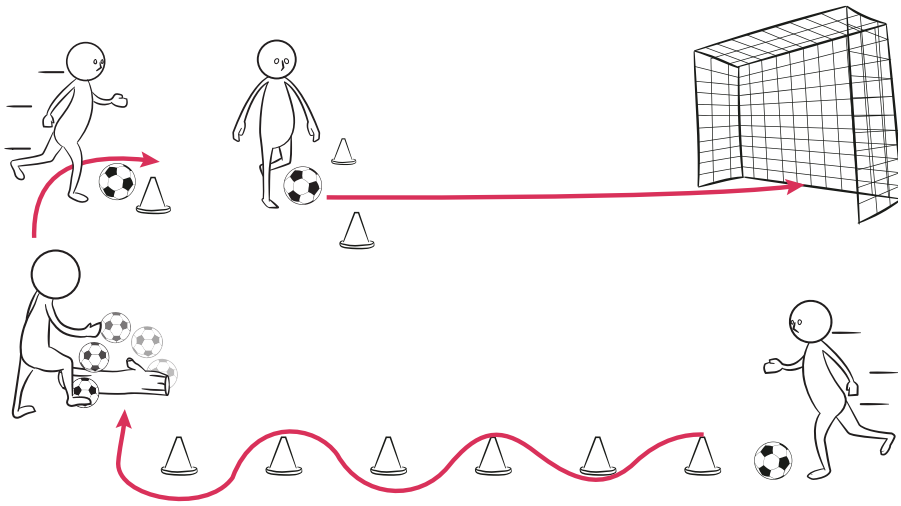
The teacher divides the learners into two groups. One half does the exercise "Dribble Obstacle Course" with the teacher. The other half plays the game "Speedy Gonzales". The teacher first explains the game "Pass and Score", then allows one group to play that game, whilst he or she works with the group.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

# Dribble obstacle course

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

## How to play

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



## Goal of the game

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

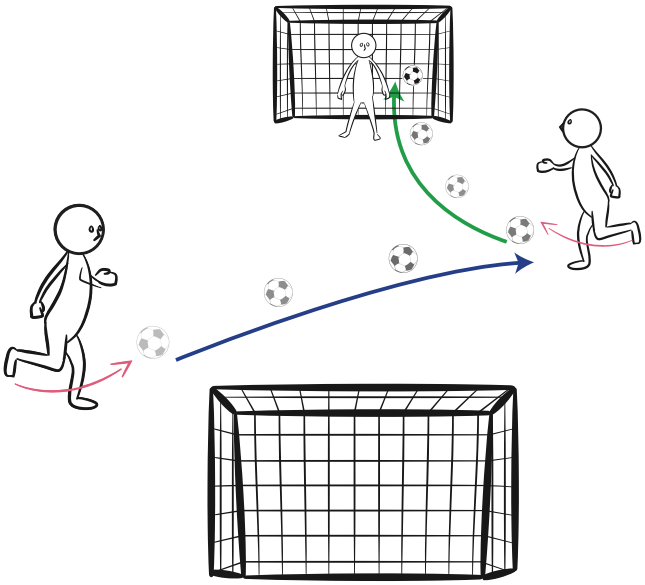
**What to watch for:** The teacher should check that the learners are moving on the playing field in order to create space and possibilities for the allied team to be able to pass.

# Speedy Gonzales

**What you need:** 1 ball per playing area

## How to play

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



## Goal of the game

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

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

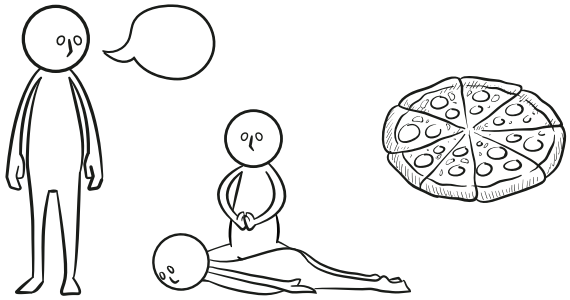
# The pizzaiolo massage

Cool down
Time: ~ 10 min

**What you need:** No equipment required

## How to play

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



Clean | Knead | Ingredients | Oven | Slice | Eat

## Goal of the game

- To relax after excercising.

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

# Soccer: Ball control & dribbling

Physical education: Intermediate phase

## Equipment

- Balls
- Cones
- Piece of wood
- Stones

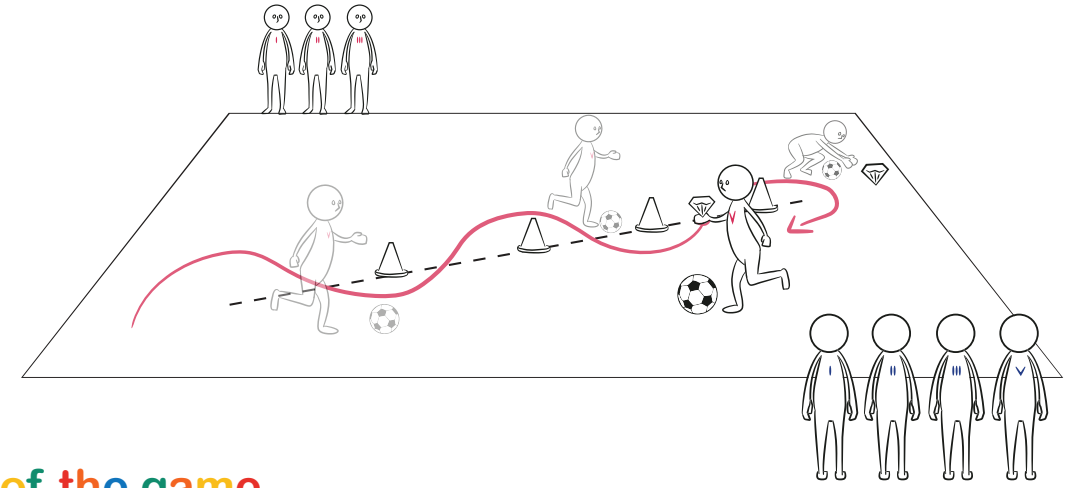
## Treasure island

Introduction
Time: ~ 10 min

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

### How to play

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



### Goal of the game

- To learn to dribble fast and to keep concentrating

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

## Main part overview

Main part
Time: ~ 20 min

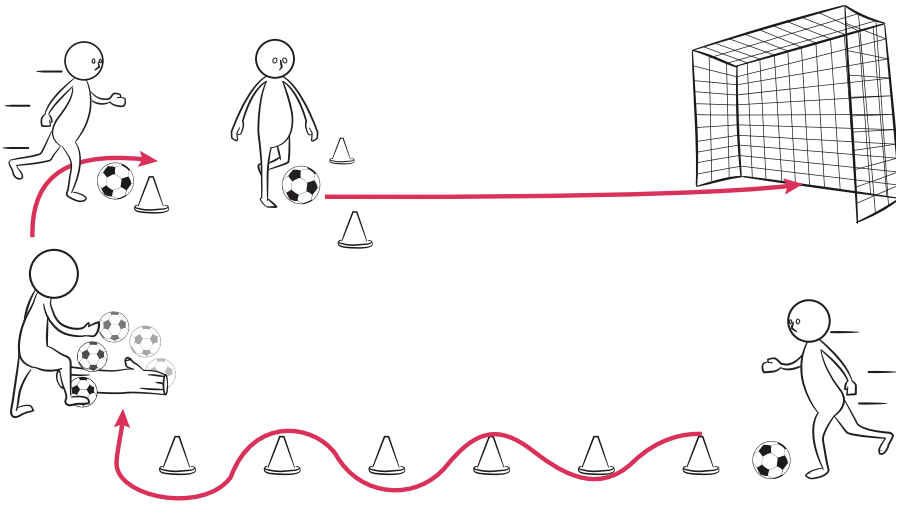
The teacher divides the learners into two groups. One half does the exercise "Dribble Obstacle Course" with the teacher. The other half plays the game "Quick Decision Soccer". The teacher first explains the game "Pass and Score", then allows one group to play that game, whilst he or she works with the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

# Dribble obstacle course

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

## How to play

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



## Goal of the game

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

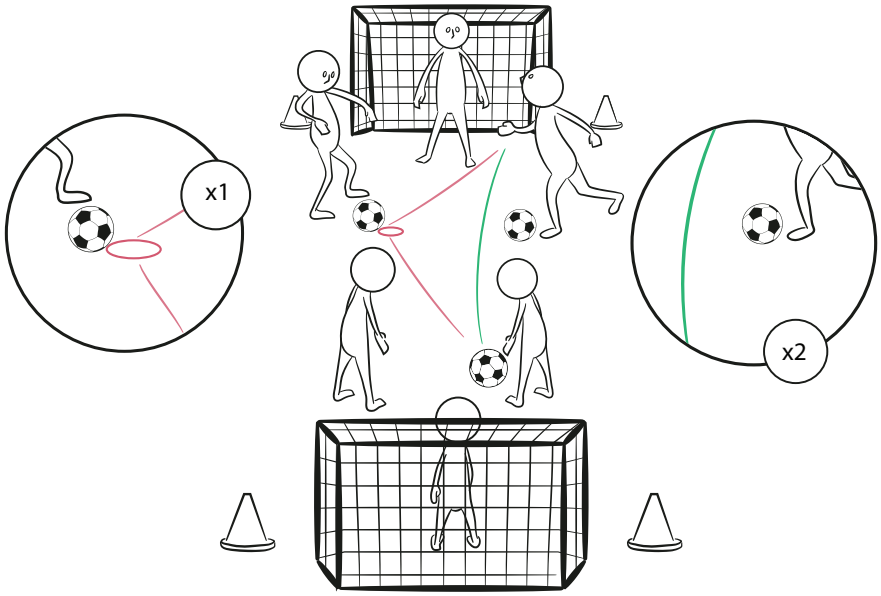
**What to watch for:** The teacher should check that the learners are moving on the playing field in order to create space and possibilities for the allied team to be able to pass.

# Quick decision soccer

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

## How to play

The learners are divided into two teams and play soccer with two goals. There are always 10 players per team on the field, the other learners swap during the game.
The learners play according to the normal soccer rules, but there are two different ways of scoring. If they score directly upon receiving the ball, their team wins 2 points. If they stop the ball first, their team wins 1 point.




## Goal of the game

- To take quick decisions when receiving the ball

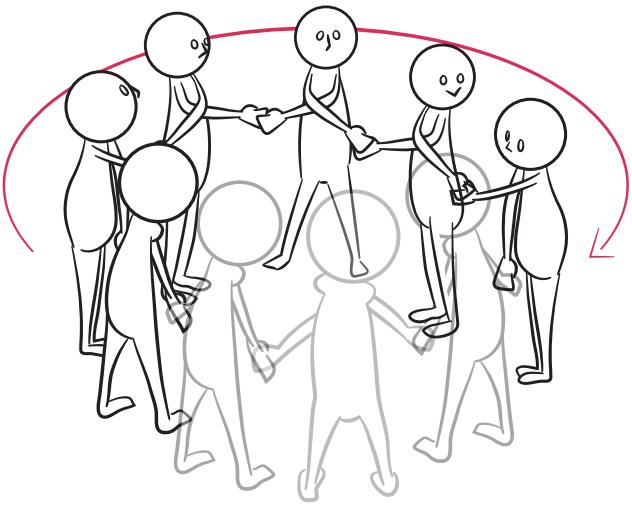
**What to watch for:** The learners should swap places often so that every learner has a chance to play. The teacher should instruct the learners waiting outside the play area to do balance exercises, for example standing on one leg.

# Mystic knot

Cool down
Time: ~ 10 min

## How to play

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



## Goal of the game

- To concentrate on the task and to calm down

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

# Assessment – Soccer: Ball control & dribbling

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

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

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

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

**Final evaluation table:**

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

# Assessment – Soccer: Ball control & dribbling

Class: _____ Grade: _____ Date: _____

| TERM 1 | | Frequency of the participation in PE Lessons per term | | | | | | | | | | Movement performance | | | Total points per term (max 30) | Final mark |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Name | L1 | L2 | L3 | L4 | L5 | L6 | L7 | L8 | % | Points (max 20) | 1. Try | 2. Try | Points (max 10) | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |

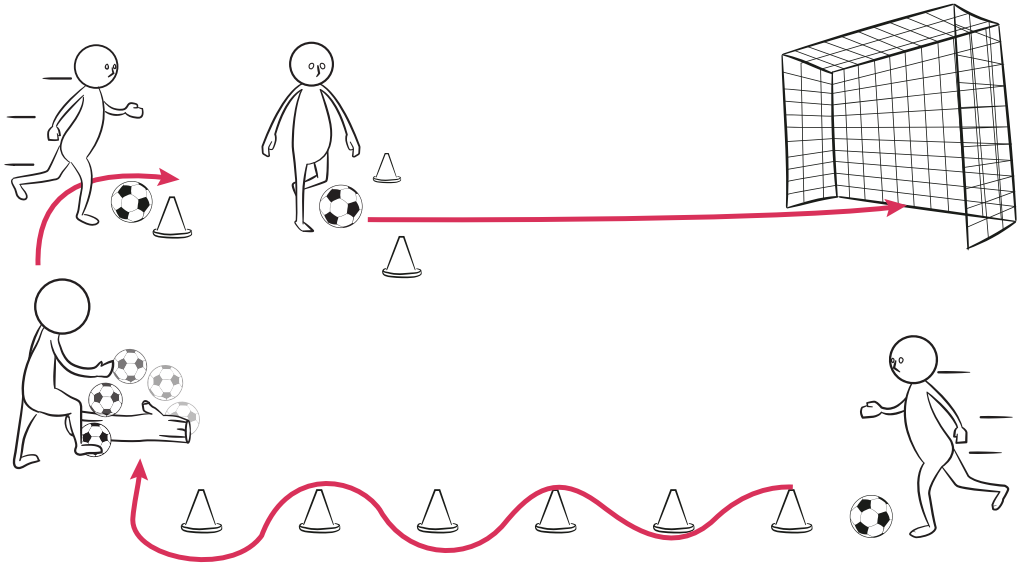
# Assessment – Soccer: Ball control & dribbling

Class: _____ Grade: _____ Date: _____

**Movement Performance – Ball control & Dribbling**

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

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



| Name | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| | 1. | | | | |
| | 2. | | | | |
| | 1. | | | | |
| | 2. | | | | |
| | 1. | | | | |
| | 2. | | | | |

# Assessment – Soccer: Ball control & dribbling

Class: _____ Grade: _____ Date: _____

| Name | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |

# Netball: Agility

Physical education: Intermediate phase

## Equipment

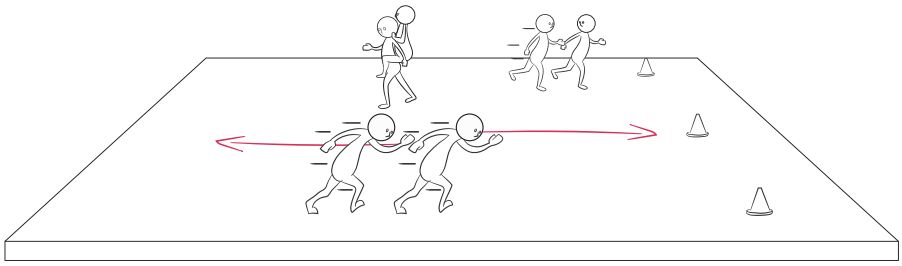
- Cones
- Chalk

## Crows and cranes

Introduction
Time: ~ 10 min

**What you need:** 4 x Cones to mark two lines

### How to play



The learners stand back to back in two rows. The one row is "cranes"; the other "crows". When the game leader (teacher) calls "Cranes!", the cranes run to a certain line, while the "crows" chase them and try to touch them. When a crane is touched, he or she has to carry the other player on his or her back and return him or her to his or her original position. When the game leader calls "Crows!", the "cranes" have to chase and touch the "crows".

### Goal of the game

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

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

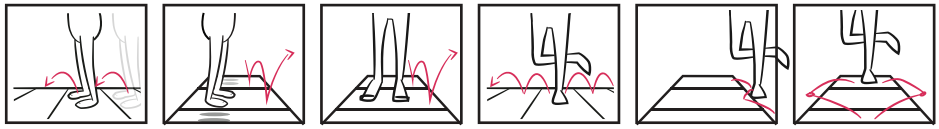
## Fast ladder

Main part
Time: ~ 10 min

**What you need:** Chalk

### How to play

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



Skip | Side Skip | Double leg | Side Hop | Zigzag | Hopscotch

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

### Goal of the game

- To develop faster footwork and co-ordination

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

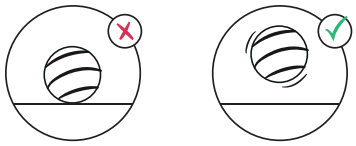
# Speed ball

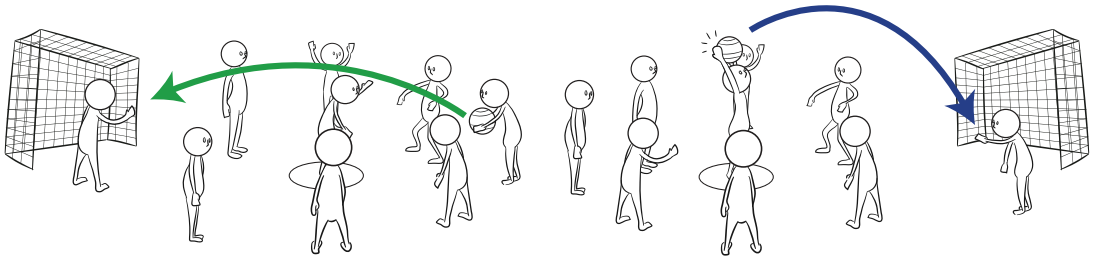
Main part
Time: ~ 10 min

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

## How to play

The teacher divides the learners into two teams of 10, per field. The field is about half as big as a netball court. Players of one team throw the ball to each other. The other team tries to intercept and gain possession of the ball. The ball is not permitted to touch the ground. If the ball does touch the ground, it has to be kicked by the opposing team. If it becomes airborne, it may be caught and thrown between the learners. A goal is scored when a learner catches the ball while standing in a goal area at the end of the field.





## Goal of the game

- To learn to pass the ball in a real game situation

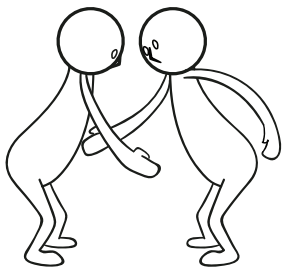
**What to watch for:** If the ball touches the ground, the opposing team may kick the ball.

# Knee boxing

Cool down
Time: ~ 10 min

## How to play

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



## Goal of the game

- To observe the opponents moves and react quickly

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

# Netball: Agility

Physical education: Intermediate phase

## Equipment

- Cones
- Chalk
- Ball

## Agility relay

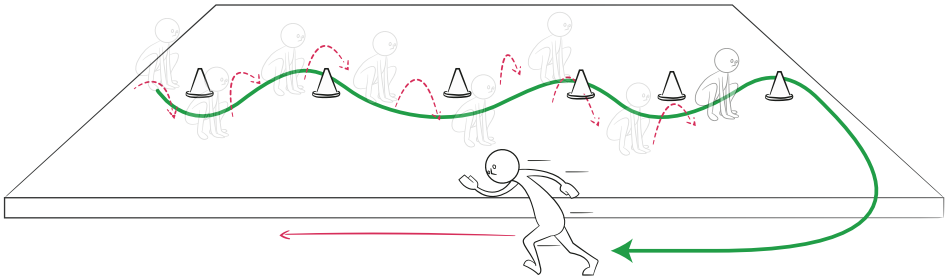
Introduction
Time: ~ 10 min

**What you need:** 10 cones per obstacle course

### How to play

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

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



### Goal of the game

- To improve agility and co-ordination skills

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

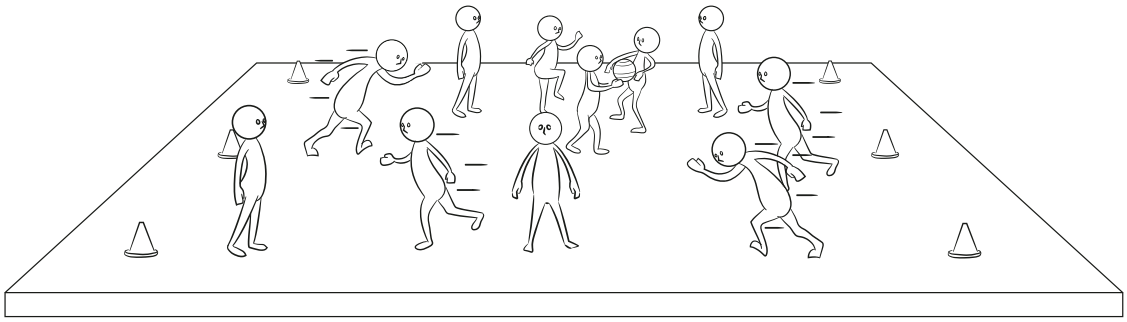
## Ball release tag

Main part
Time: ~ 10 min

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

### How to play

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



### Goal of the game

- To learn to look for pass opportunities

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

# Cops and robbers

Main part
Time: ~ 10 min

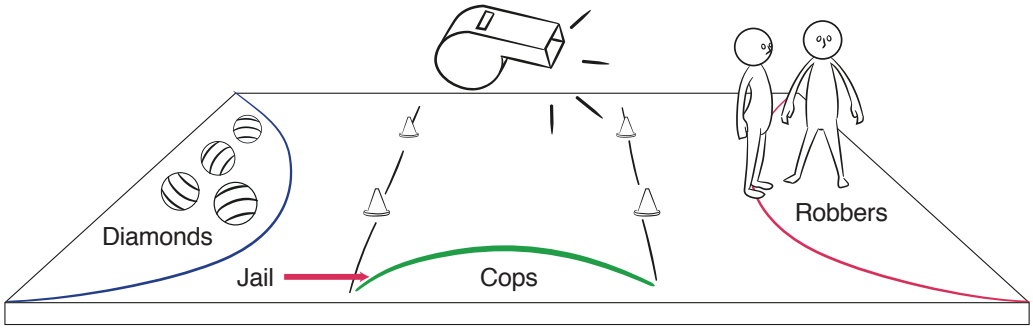
**What you need:** Cones (to mark the different parts of the field: den of the robbers, diamond area, jail), netballs and whistle

## How to play

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

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

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




## Goal of the game

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

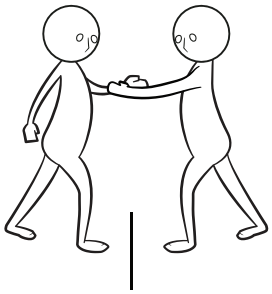
**What to watch for:** The learners should play fair. The teacher should check whether the robbers are actually going to jail if they hold the ball too long, or if the pass was intercepted.

# Partner tug-of-war

Cool down
Time: ~ 10 min

## How to play

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



## Goal of the game

- To improve balance and strength skills

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

# Netball: Agility

Physical education: Intermediate phase

## Equipment

- Cones
- Balls
- Colour bands

## Two-legged race

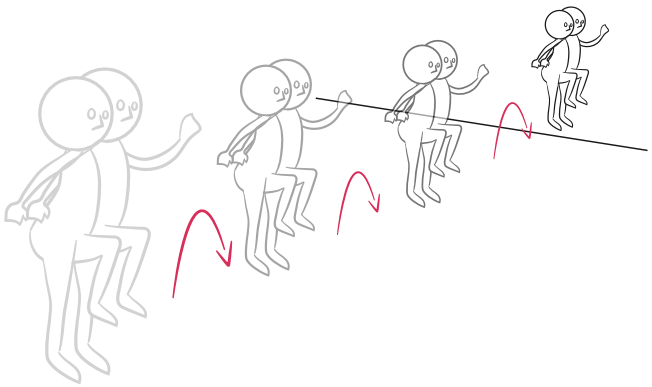
Introduction
Time: ~ 10 min

**What you need:** Cones

### How to play

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

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



### Goal of the game

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

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

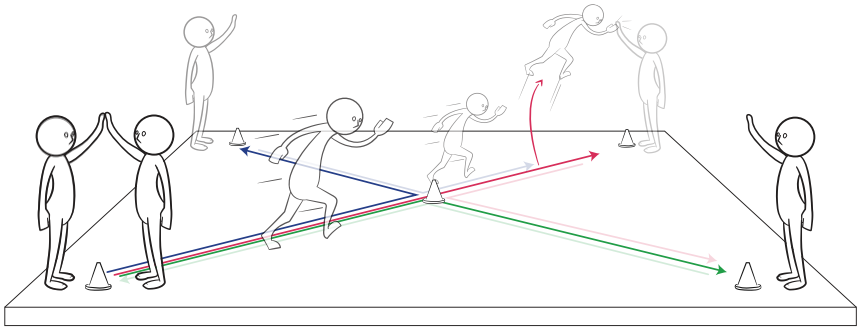
## Agility assessment drill

Main part
Time: ~ 10 min

**What you need:** 5 cones per play area

### How to play

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



### Goal of the game

- To increase speed, and to improve balance

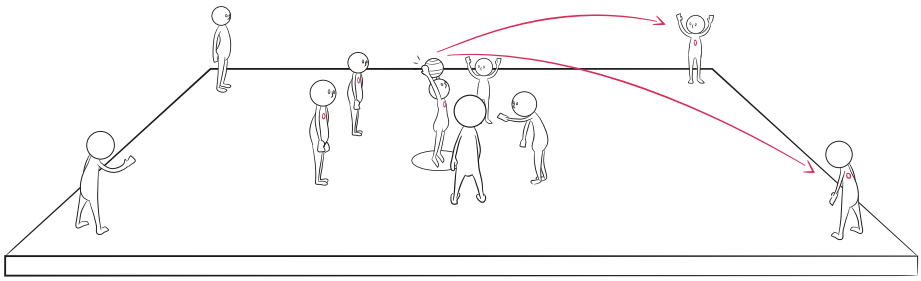
**What to watch for:** The learners should start slowly, and then try to do the exercise as fast as possible. The teacher should inform the learners that this exercise will be for assessment.

# Corner ball

Main part
Time: ~ 10 min

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

## How to play



The teacher marks courts of 15 m by 15 m, with 4 players in the corners and two teams of 5 to 10 players in the middle. The game begins with a 'corner' player passing the ball to a team mate. The attacking team aims to move the ball from one 'corner' player to the opposite 'corner' player. If the defending team intercepts a pass, they roll the ball to their nearest 'corner' player and immediately become the attacking team. After intercepting the ball, or after a goal is scored, the attacking team immediately transitions into defence. The teacher should regularly rotate the corner players. The team scores when the ball is passed successfully from one side to the other.

## Goal of the game

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

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

# Back-to-back passing

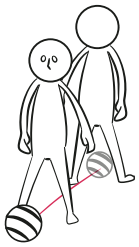
Cool down
Time: ~ 10 min

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

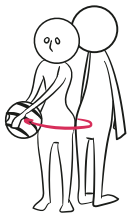
## How to play

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

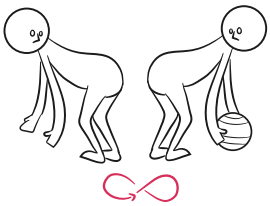
- Over and under – over the head and between the legs (then reverse the direction);
- Twists – side-to-side passing with the ball travelling in a circle (then reverse the direction);
- Rolls – rolling the ball in a circle on the ground and rolling the ball between the legs.



Under



Twist



Rolls

## Goal of the game

- To improve flexibility skills

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

# Netball: Agility

Physical education: Intermediate phase

## Equipment

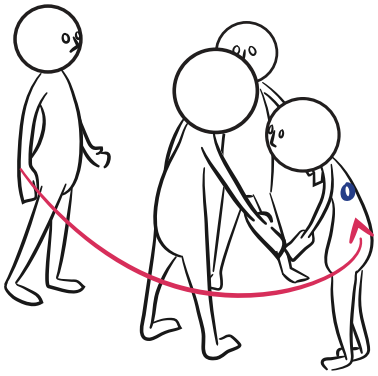
- Cones
- Balls
- Colour bands

## One against three

Introduction
Time: ~ 10 min

### How to play

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



### Goal of the game

- To improve agility, footwork and co-ordination

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

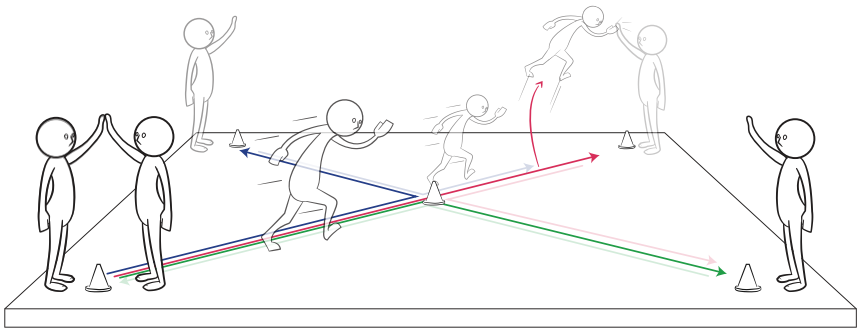
## Assessment: Agility assessment drill

Main part
Time: ~ 10 min

**What you need:** 5 cones

### How to play

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



### Goal of the game

- To increase speed, and to improve balance

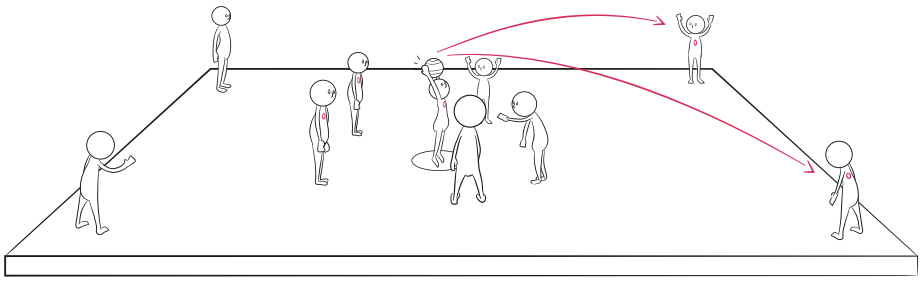
**What to watch for:** The learners should start slowly, and then try to do the exercise as fast as possible. The teacher should inform the learners that this exercise will be for assessment.

# Corner ball

Main part
Time: ~ 10 min

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

## How to play



The teacher marks courts of 15 m by 15 m, with 4 players in the corners and two teams of 5 to 10 players in the middle. The game begins with a 'corner' player passing the ball to a team mate. The attacking team aims to move the ball from one 'corner' player to the opposite 'corner' player. If the defending team intercepts a pass, they roll the ball to their nearest 'corner' player and immediately become the attacking team. After intercepting the ball, or after a goal is scored, the attacking team immediately transitions into defence. The teacher should regularly rotate the corner players. The team scores when the ball is passed successfully from one side to the other.

## Goal of the game

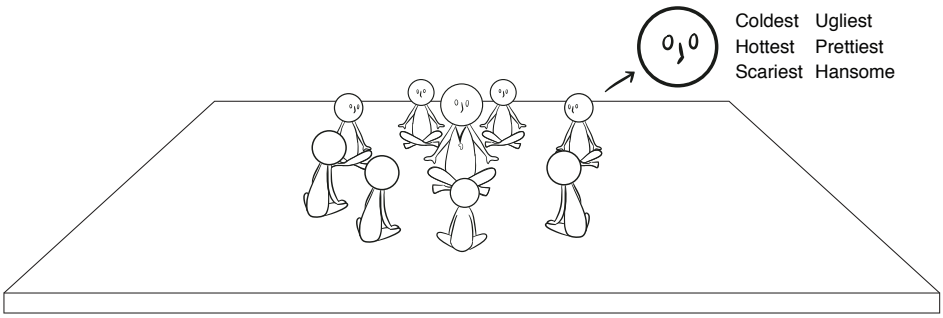
- To develop agility, footwork movement, ball handling, attacking and defending skills

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

# 1, 2, 3, freeze

Cool down stretch
Time: ~ 10 min

## How to play




The teacher forms the learners into a large circle, with the learners sitting down and facing inward. The teacher sits in the middle of the circle. On the teacher's command of "1,2,3, Freeze!" all the learners in the circle must freeze, while sitting. If a learner moves he or she is eliminated. Continue playing until only a few players remain. If there is a large group, form the learners into more circles and select a circle leader for each circle.

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

## Goal of the game

- To cool down whilst doing a funny activity

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

# Assessment – Netball: Agility

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

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

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

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

**Final evaluation table:**

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

# Assessment – Netball: Agility

Class: _____ Grade: _____ Date: _____

| TERM 2 | | Frequency of the participation in PE Lessons per term | | | | | | | | | | Movement performance | | Total points per term (max 30) | Final mark |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Name | L1 | L2 | L3 | L4 | L5 | L6 | L7 | L8 | % | Points (max 20) | Agility course | Points (max 10) | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

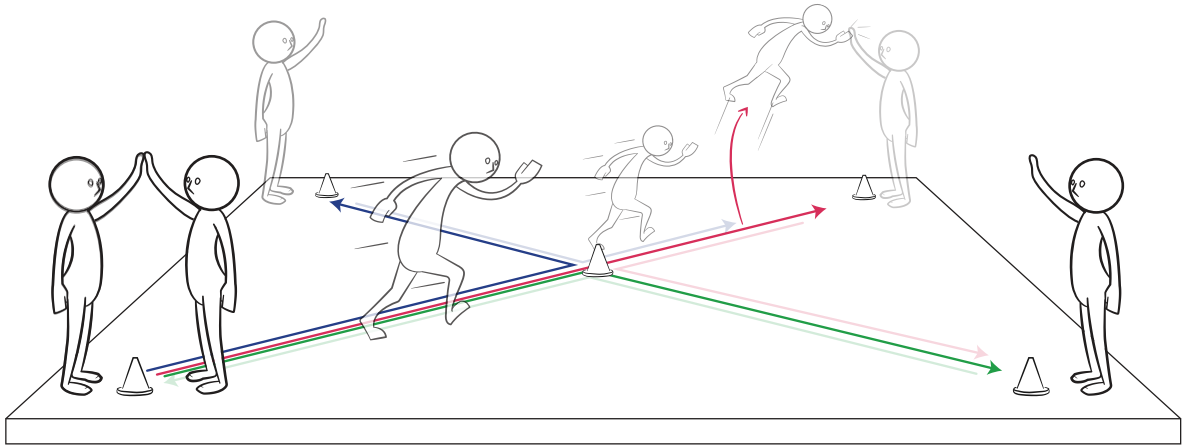
# Assessment – Netball: Agility

Class: _____ Grade: _____ Date: _____

**Movement Performance – Agility**

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

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



| Name | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

# Assessment – Netball: Agility

Class: _____ Grade: _____ Date: _____

| Name | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

# Rhythmic movement: Formations and movement repertoire

Physical education: Intermediate phase

## Accompaniment

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

## Stop 'n formation

Introduction
Time: ~ 5 min

**Accompaniment:** Play music.

### How to play

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

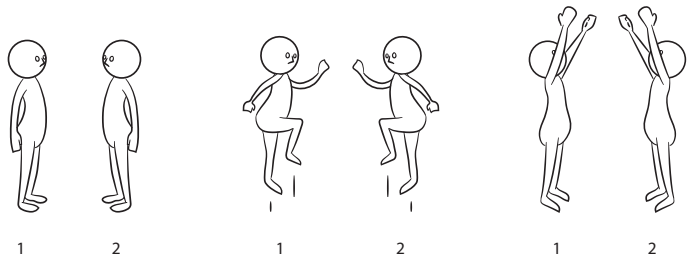
## Mirror mirror

Main part
Time: ~ 5 min

### How to play

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

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

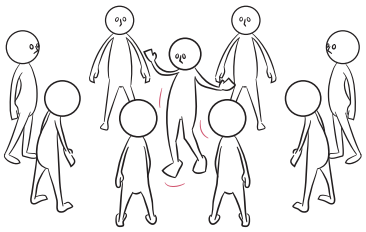


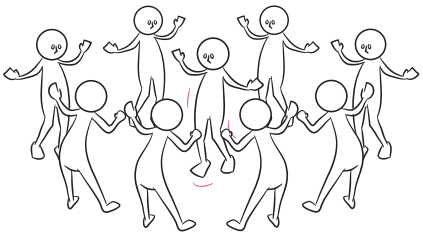
# Dance circle

Main part
Time: ~ 5 min

## How to play

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





# Group puzzle dance

Main part
Time: ~ 15 min

**Accompaniment:** Play slow music/drumming.

## How to play

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

# Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.

# Rhythmic movement: Freeze and space

Physical education: Intermediate phase

## Accompaniment

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

## Name game

Introduction
Time: ~ 5 min

### How to play

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

## Musical statues and animals

Main part
Time: ~ 10 min

**Accompaniment:** Play music/drums.

### How to play

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

## Freeze number 1, 2 and 3

Main part
Time: ~ 5 min

**Accompaniment:** Play music/drums.

### How to play

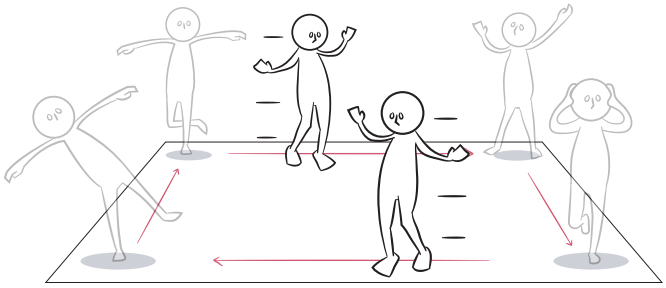
Play music/drums and tell your learners to move freely to the music.

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

# Partner freeze combination in a square

Main part
Time: ~ 10 min

## How to play



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

# Cool down

Cool down
Time: ~ 10 min

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

# Rhythmic movement: Creative development

Physical education: Intermediate phase

## Accompaniment

- Use drums or choose a fast song.
- Drum at a running pace.

## Intro ritual

Introduction
Time: ~ 5 min

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

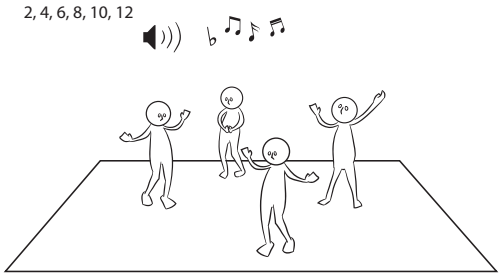
## Stop and go

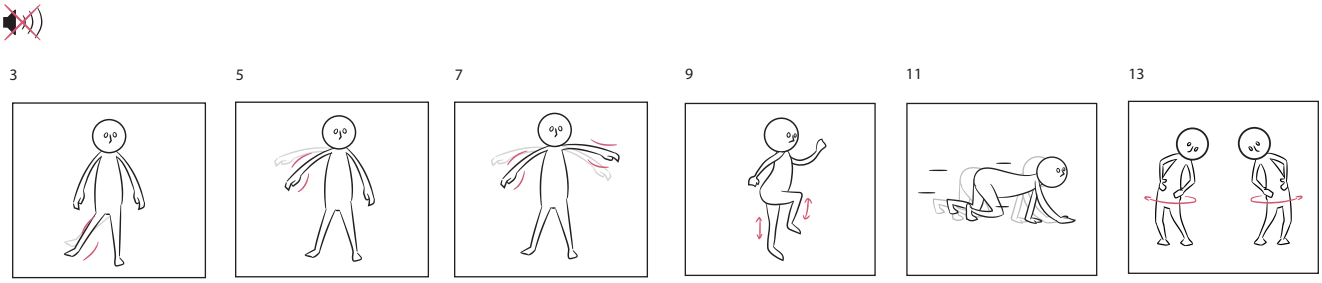
Introduction
Time: ~ 5 min

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

### How to play

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




## Action word scenes

Main part
Time: ~ 25 min

### How to play

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

# Action word scenes

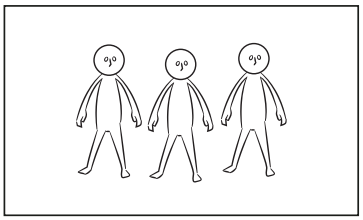
Continued

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

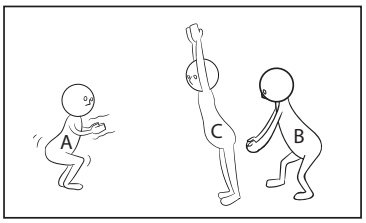
A: WIGGLING FISH

B: FISHERMAN

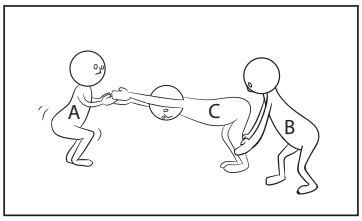
C: FISHING ROD



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




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




3. "Now it is your turn. Think of your own 3 movements to design the scene of:
   - "Chopping a tree."
     - » Give learners some time to figure out their scene and their movements.
     - » "Repeat your movement or position for 20 seconds."
     - » As teacher, choose 2 groups to show their scene to the class.
   - "Running a race."
     - » Give learners some time to figure out their scene and their movements).
     - » "Repeat your movement or position for 20 seconds."
     - » As teacher, choose 2 groups to show their scene to the class.
   - "Teaching."
     - » Give learners some time to figure out their scene and their movements).
     - » "Repeat your movement or position for 20 seconds."
     - » As teacher, choose 2 groups to show their scene to the class.
   - "Cleaning."
     - » Give learners some time to figure out their scene and their movements.
     - » "Repeat your movement or position for 20 seconds."
     - » As teacher, choose 2 groups to show their scene to the class.
4. "In your group, choose your favourite scene of the day. Each scene has three movements (one movement per learner). Let everybody in your group do the three movements together as a dance.
5. "Repeat the dance 4 times."
6. After 2 minutes, "Choose another scene of the day. A second scene you enjoyed."
7. "Let everybody in your group do the three movements together as a dance. "
8. "Repeat the dance 4 times."
9. After 2 minutes: "Add all 6 movements together to make one long dance."
10. After 2 minutes: "Can you add different levels to your dance?"
11. Give the learners some time to practise.
12. "It is show time. Sit down where you are in your group."
13. Let each group have a turn to show its dance to the class..

# Outro

Cool down
Time: ~ 5 min

## How to stretch

1. “Close your eyes.”
2. “Imagine:
    - You are lying on the field and looking up to the clouds.
    - The clouds change their form and appearance the whole time.
    - Slowly, you become cloud.
    - Slowly, your arms and shoulders detach from your body.
    - You see your body parts lying next to you in the grass.
    - You are very relaxed.
    - Slowly, your legs and hips detach from your body.
    - You are super relaxed.
    - Pull your arms and shoulders back to your body. Tense your muscles, then relax.
    - Pull your legs and hips back to your stomach and attach them again.
    - Tense your muscles for 8 counts.
    - Now relax again
    - Open your eyes.”
3. You can play a soft and relaxing song in the background or hum a slow melody
4. “Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts.”

# Rhythmic movement: Jumping and landing

Physical education: Intermediate phase

## Accompaniment

- Use drums or choose a fast song.
- Drum at a running pace.

## Intro ritual

Introduction
Time: ~ 5 min

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

## Musical chairs

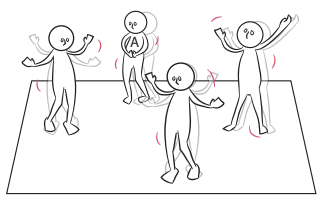
Introduction
Time: ~ 5 min

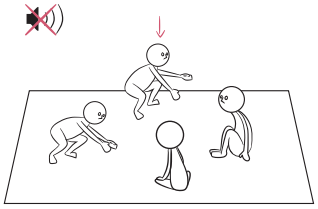
**Accompaniment:** Drum at a running pace or play a fast song

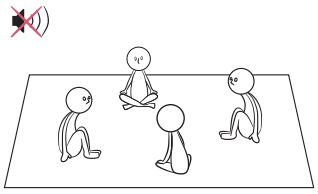
### How to play

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

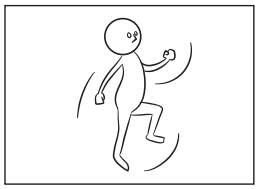
5



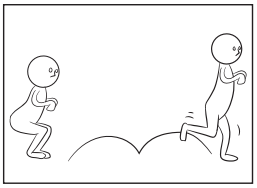




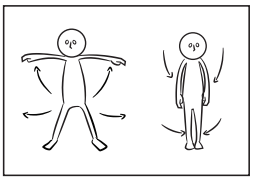
6



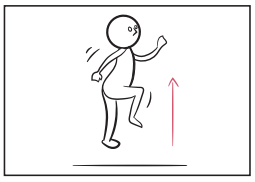
7



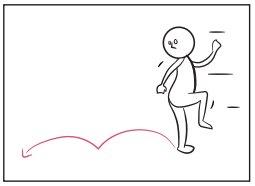
8



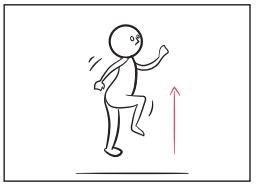
9



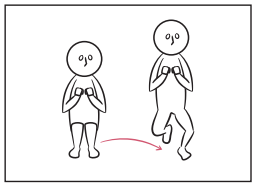
10



11



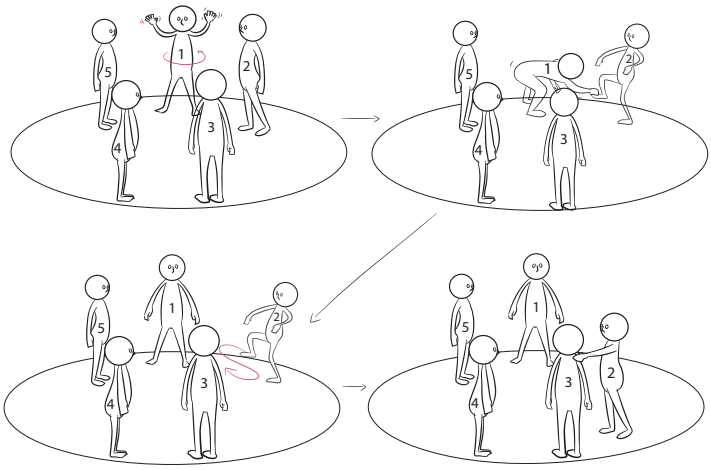
12



# Movement surprise

Introduction
Time: ~ 5 min

## How to play

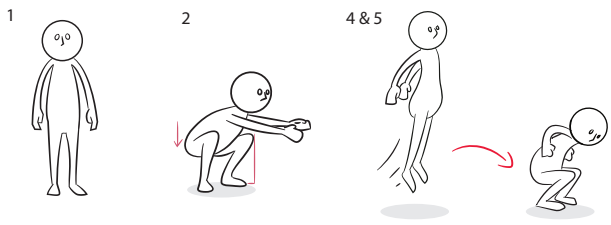


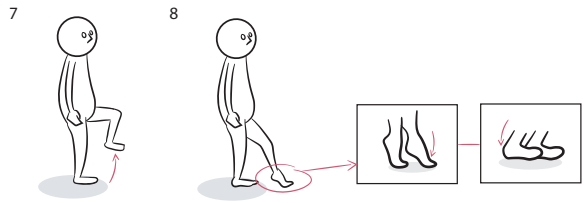
1. Place learners in groups of 5.
2. "Stand in a circle."
3. "Today, you can do any movement of your choice, but you have to start the movement with a specific body part."
4. "Person 1, do any movement of your choice. End your movement by touching a body part (i.e. arm, leg, toe, head, shoulder, knee,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

# Jumping technique

Main part
Time: ~ 5 min

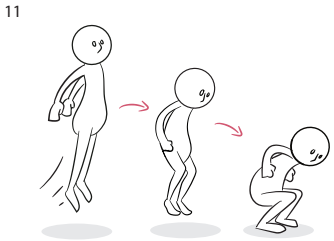
## How to play




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

1. "Stand with your feet slightly apart. Your feet should be under your hips."
2. "Bend your knees gently. Make sure your knees bend over your toes. If your knees do not bend over your toes, adjust your feet or your knees."
3. "Bend your knees gently over your toes10 times."
4. "When we jump and land, we must land with bent knees."
5. "When our knees bend, they must bend over the toes."
6. "Jump and land with your knees bending over your toes." (x4)
7. "Lift your one foot off the floor."
8. "Slowly and gently, place your foot on the floor, with the ball of your foot (the front part of your foot) first, and your heels after. We call this, landing through your foot."
9. "Lift your right foot. Place it gently onto the floor, going through your foot."(x4)
10. "Lift your left foot. Place it gently on the floor going through your foot." (x4)



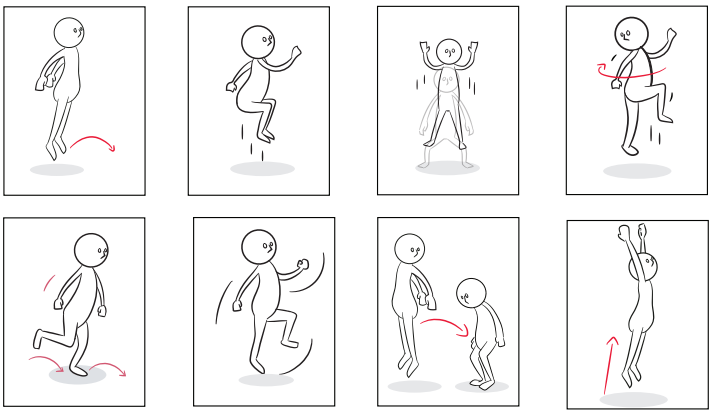

11. "Let us see if you can jump and land, landing through your foot, with your knees bending over your toes."
12. Let them jump and land 4 times.
13. "When you jump and land, you should carry the weight of your body in your stomach muscles. That means that when you land, you will not make a sound. You will be able to control your landing."
14. "See if you can jump and land without making a sound on the floor."(x4)
15. "Remember this technique when we do all of our jumps today."

# Different jumps

Main part
Time: ~ 5 min

## How to play

1. "Let us practise different kinds of jumps. Remember to control our landing."
   - "Leap through the air, all around the room."
   - "Jump with two feet together! Control your landing.",
   - "Jump with your two feet apart. Control your landing."
   - "Jump while turning."
   - "Gallop sideways."
   - "Hop forward on one leg. Make sure your knee is over your toe."
   - "Skip on the spot."
   - "Jump backwards."
   - "Leap through the air. Fly!"



# Creative movement activity

Main part
Time: ~ 10 min

## How to play

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

# Outro

Cool down
Time: ~ 5 min

## How to stretch

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

# Assessment – Rhythmic movement

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

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

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

# Assessment – Rhythmic movement

Class: _____ Grade: _____ Date: _____

| TERM 3 | | Frequency of the participation in PE Lessons per term | | | | | | | | | | Movement performance | | Total points per term (max 30) | Final mark |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Name | L1 | L2 | L3 | L4 | L5 | L6 | L7 | L8 | % | Points (max 20) | Rhythm and social skills | Points (max 10) | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

# Evaluation sheet – Rhythmic movement

First and last name: _____

Date: _____ Class: _____

**Rating:**

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

**1 point:** Meets the expectations

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

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

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

**General comments:**

_____

_____

_____

_____

| Total Points | Achievement Description | Final mark |
|---|---|---|
| 0-8 | Not achieved | 1 |
| 9-12 | Elementary achievement | 2 |
| 13-15 | Moderate achievement | 3 |
| 16-18 | Adequate achievement | 4 |
| 19-21 | Substantial achievement | 5 |
| 22-24 | Meritorious achievement | 6 |
| 25-30 | Outstanding achievement | 7 |

# Track and field: Throwing

Physical education: Intermediate phase

## Equipment

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

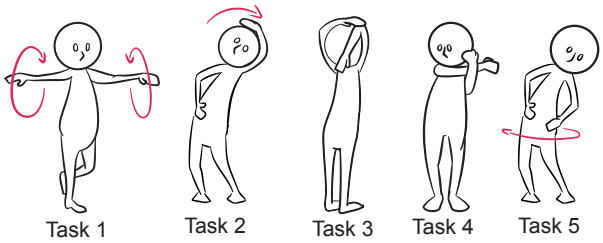
## Mobilisation: Warm up for throwing

Introduction
Time: ~ 10 min

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

### How to play

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




Task 1: Straighten your arms to the sides. Stand on one leg. Circle them forward and backward.
Task 2: Stretch your neck. With your right hand, pull your head to the right side. Change sides.
Task 3: Raise and bend your right arm at the elbow, and try to put the palm on the spine. Grasp the right elbow with your left hand press your right arm down towards your back. Change sides.
Task 4: Straighten your right arm and move it to the left side. With your left fore-arm, press the right arm against your chest, still held straight out. Change sides.
Task 5: Circle your hips to both sides.

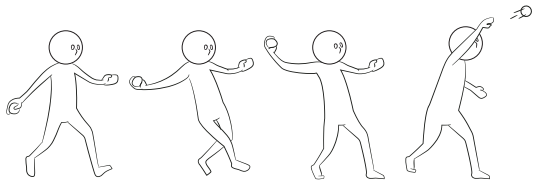
## Throwing technique

Main part
Time: ~ 10 min

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

### How to play

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



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

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

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

Task 2: Try to throw the ball from a standing position as far as you can. Repeat 3 times
Task 3: Show the learners how to do the run-up:

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

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

### Goal of the game

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

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

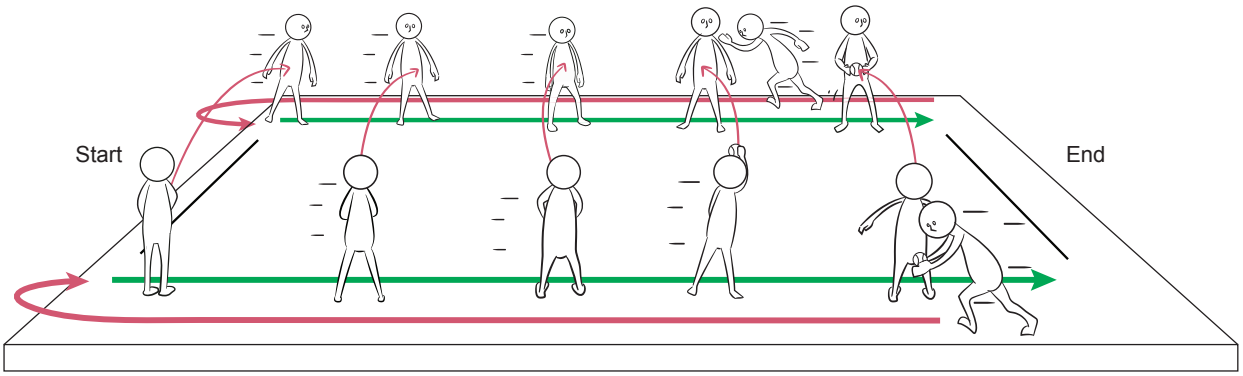
# Practise throwing skills I

Main part
Time: ~ 10 min

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

## How to play

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




## Goal of the game

- To develop athletic skills: throwing

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

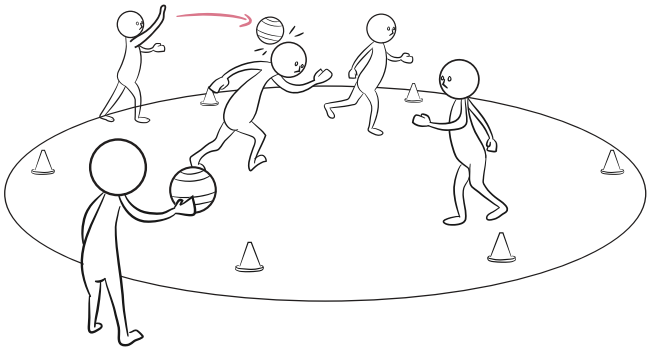
# Sitting ball

Cool down
Time: ~ 10 min

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

## How to play

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



## Goal of the game

- To develop athletic skills: throwing

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

# Track and field: Jumping & co-ordination

Physical education: Intermediate phase

## Equipment

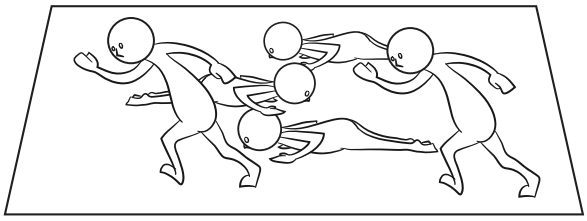
- Cones
- Skipping ropes
- Hula hoops

## Hot dog tag

Introduction
Time: ~ 10 min

**What you need:** Cones.

### How to play



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

### Goal of the game

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

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

## Jumping technique

Main part
Time: ~ 20 min

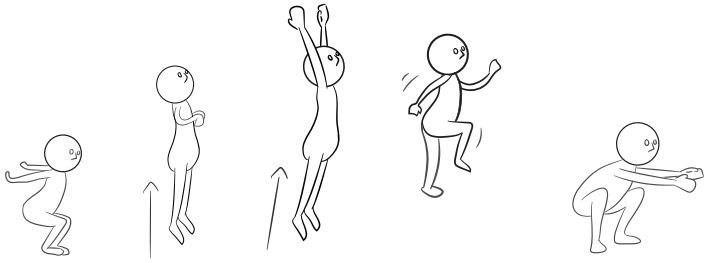
**What you need:** Cones, skipping ropes and hula hoops

### How to play

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

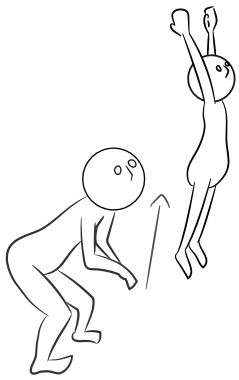
**Horizontal Jump:**

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




**Vertical Jump: Counter movement jump:**

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



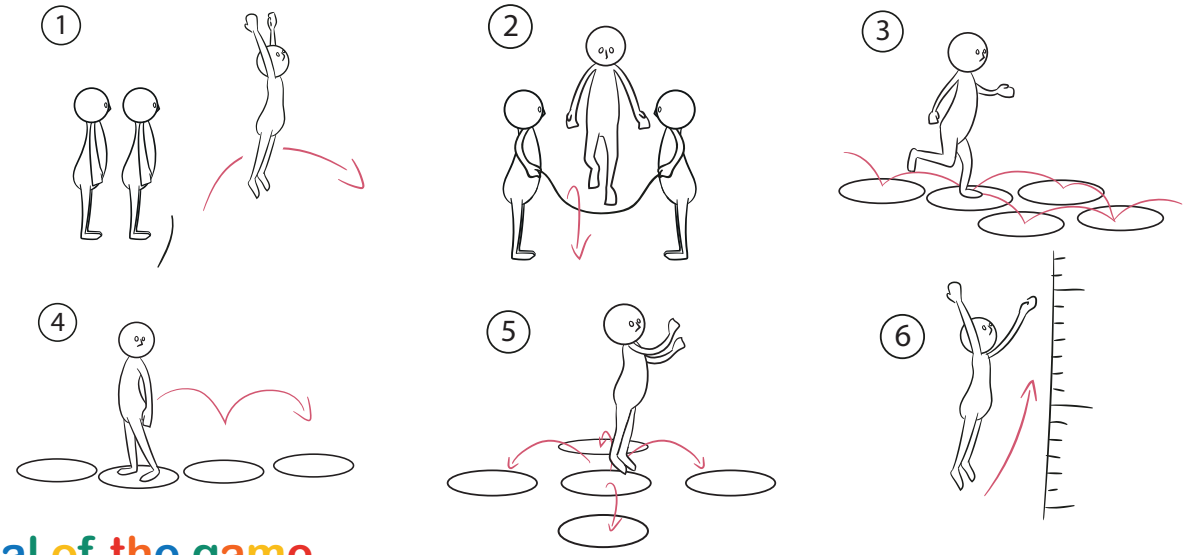
# Jumping technique

min Continued

**Jumping exploration**

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

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




## Goal of the game

- To develop athletic skills: jumping technique

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

# Island jumping

Cool down
Time: ~ 10 min

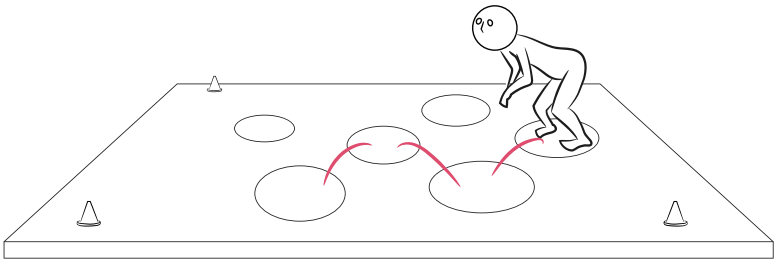
**What you need:** 4 cones and a minimum of 6 hula hoops per play area

## How to play

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

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

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



## Goal of the game

- To practise athletic skills: jumping far

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

# Track and field: Examination

Physical education: Intermediate phase

## Equipment

- Cones
- Balls that bounce against the wall

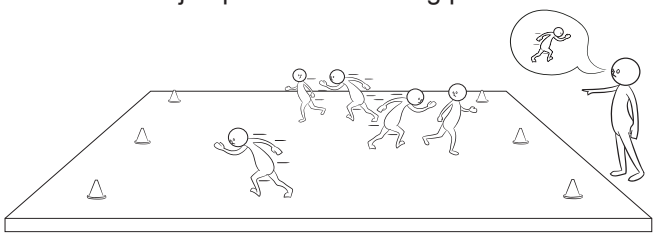
## Jump tag

Introduction
Time: ~ 10 min

**What you need:** Cones

### How to play

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



### Goal of the game

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

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

## Examination

Main part
Time: ~ 20 min

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

### How to play

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

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

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

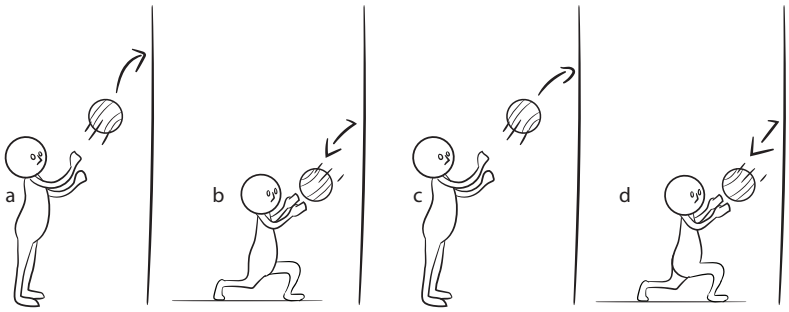
- Return to Start Position;
- Position 2: Jump to a lunge position, left foot to the front.

**Criteria:**

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

# Examination

Main part
Time: 20 min ~ 25 min




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

## Goal of the game

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

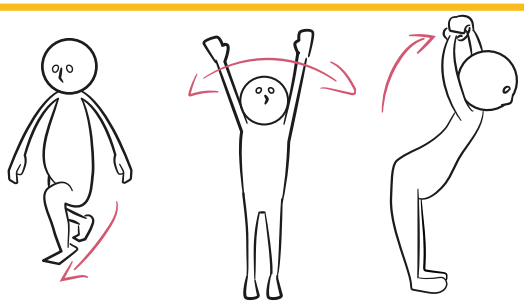
**What to watch for:** Before the test, the teacher should allow the learners to practise once.

# Stretches

Cool down
Time: ~ 10 min

**What you need:** No equipment needed

## How to play



The teacher should tell the learners to perform the following stretches carefully:
**The runner's stretch:** Step your right foot forward and lower our body into a lunge, placing your fingertips on the floor.
**The standing side stretch:** (A) Stand with your feet together and your arms straight above your head. Clasp your hands together, with your fingers interlaced and pointer fingers extended. Inhale as you reach upward. (B) Breathe out as you bend your upper body to the right. Take five slow breaths. Slowly return to the centre. Repeat on the left side.
**The forward hang:** Stand with your feet hip-distance apart and your knees slightly bent. (A) Interlace your fingers behind your back. Breathe in and straighten your arms to expand your chest. (B) Exhale and bend at your waist, stretching your hands towards your head. Hold for five deep breaths.

# Track and field: Examination

Physical education: Intermediate phase

## Equipment

- Balls that bounce against the wall

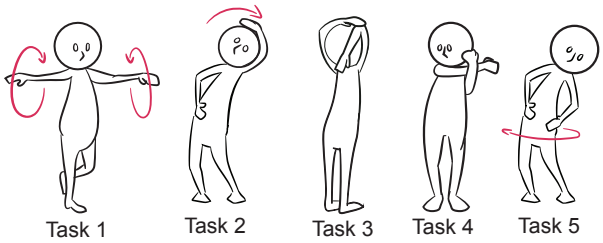
## Mobilisation: Warm up for throwing

Introduction
Time: ~ 10 min

**What you need:** No equipment needed

### How to play

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




Task 1: Straighten your arms to the sides. Stand on one leg. Circle them forward and backward.
Task 2: Stretch your neck. With your right hand, pull your head to the right side. Change sides.
Task 3: Raise and bend your right arm at the elbow, and try to put the palm on the spine. Grasp the right elbow with your left hand press your right arm down towards your back. Change sides.
Task 4: Straighten your right arm and move it to the left side. With your left fore-arm, press the right arm against your chest, still held straight out. Change sides.
Task 5: Circle your hips to both sides.

## Examination

Main part
Time: ~ 20 min

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

### How to play

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

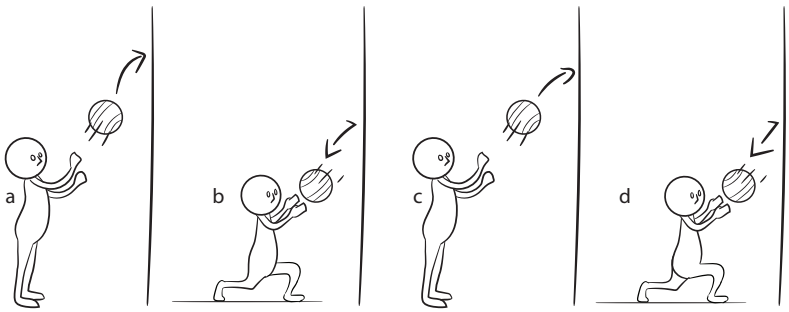
The third learner throws a netball against a wall and catches it when it bounces back. At the same time the learner does the following rhythm with his or her feet:

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

- Return to Start Position;
- Position 2: Jump to a lunge position, left foot to the front.

**Criteria:**

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



# Hungry crocodiles

min Continued

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

## Goal of the game

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

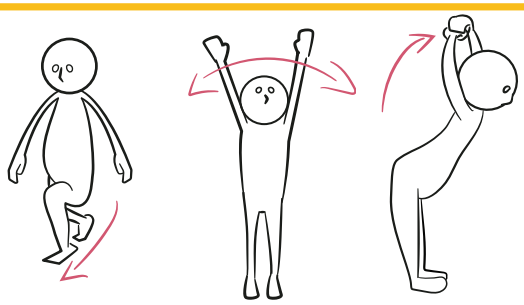
**What to watch for:** Before the test, the teacher should allow the learners to practise once.

# Stretches

Cool down
Time: ~ 10 min

**What you need:** No equipment needed

## How to play



The teacher should tell the learners to perform the following stretches carefully:
**The runner's stretch:** Step your right foot forward and lower our body into a lunge, placing your fingertips on the floor.
**The standing side stretch:** (A) Stand with your feet together and your arms straight above your head. Clasp your hands together, with your fingers interlaced and pointer fingers extended. Inhale as you reach upward. (B) Breathe out as you bend your upper body to the right. Take five slow breaths. Slowly return to the centre. Repeat on the left side.
**The forward hang:** Stand with your feet hip-distance apart and your knees slightly bent. (A) Interlace your fingers behind your back. Breathe in and straighten your arms to expand your chest. (B) Exhale and bend at your waist, stretching your hands towards your head. Hold for five deep breaths.

# Assessment – Track and field: Throwing & coordination

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

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

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

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

**Final evaluation table:**

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

# Assessment – Track and field: Throwing & coordination

Class: _____ Grade: _____ Date: _____

| TERM 4 | | Frequency of the participation in PE Lessons per term | | | | | | | | | | Movement performance | | | Total points per term (max 30) | Final mark |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Name | L1 | L2 | L3 | L4 | L5 | L6 | L7 | L8 | % | Points (max 20) | 1. Try | 2. Try | Points (max 10) | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |

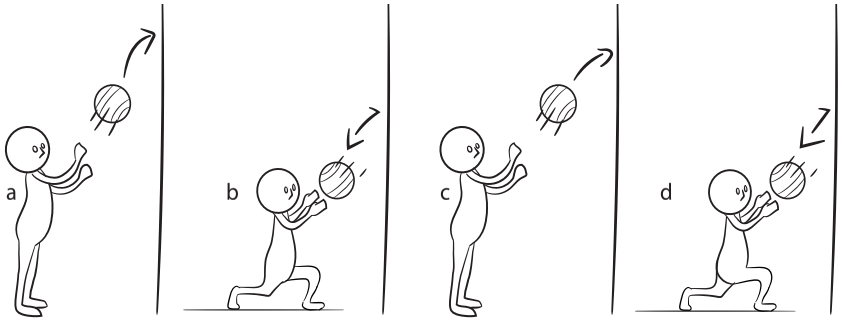
# Assessment – Track and field: Throwing & coordination

Class: _____ Grade: _____ Date: _____

**Movement Performance – Throwing & Coordination**

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

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




| Name | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| | 1. | | | | |
| | 2. | | | | |
| | 1. | | | | |
| | 2. | | | | |
| | 1. | | | | |
| | 2. | | | | |
| | 1. | | | | |
| | 2. | | | | |
| | 1. | | | | |
| | 2. | | | | |
| | 1. | | | | |
| | 2. | | | | |

# Assessment – Track and field: Throwing & coordination

Class: _____ Grade: _____ Date: _____

| Name | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |

# LESSON PLANS FOR

# Grade 6

Health & Hygiene and Nutrition

Physical Education

Moving to Music

KaziKidz

Teaching Material for Schoolchildren

# Lesson tracker

## Physical Education - Grade 6

| This overview table should facilitate the tracking of the lessons and assessments | | | | |
|---|---|---|---|---|
| **Component** | **Term** | **Week** | **Lesson Content** | **Date** |
| Physical Education | Term 1 : Soccer | 1 | Lesson 1: Precision shooting | |
| | | 2 | Lesson 2: Precision shooting | |
| | | 3 | Lesson 3: Precision shooting | |
| | | 4 | Lesson 4: Precision shooting | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | 7 | Lesson of your choice | |
| | | Assessment -Soccer: Precision shooting | | |
| | Term 2: Netball | 1 | Lesson 5: Muscle endurance | |
| | | 2 | Lesson 6: Muscle endurance | |
| | | 3 | Lesson 7: Muscle endurance | |
| | | 4 | Lesson 8: Muscle endurance | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | 7 | Lesson of your choice | |
| | | Assessment – Netball: Muscle endurance | | |
| | Term 3: Rhythmic movement | 1 | Lesson 9: Directions and movement repertoire | |
| | | 2 | Lesson 10: Movements and force | |
| | | 3 | Lesson 11: Force and creativity | |
| | | 4 | Lesson 12: Levels of movement | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | 7 | Lesson of your choice | |
| | | Assessment: Rhythmic patterns/coordination | | |
| | Term 4: Acrobatics and gymnastics | 1 | Lesson 13: Body tension and trust | |
| | | 2 | Lesson 14: Acrobatics | |
| | | 3 | Lesson 15: Acrobatics and gymnastics | |
| | | 4 | Lesson 16: Examination | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | Assessment: Partner acrobatics | | |

*Lesson of your choice: Repeating, combining or mixing the *KaziKidz* lessons or/and implementing your own ideas and activities

# Soccer: Precision shooting

Physical education: Intermediate phase

## Equipment

- Balls
- Cones
- Stones

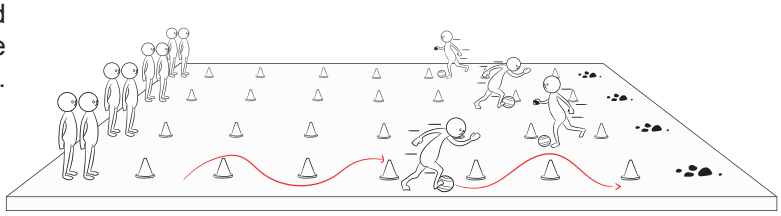
## Treasure island

Introduction
Time: ~ 10 min

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

### How to play

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



### Goal of the game

- Learn to dribble fast and stay focused.

**What to watch for:** The learners have to do the dribbling course both ways. Tell the learners to make little but fast steps so that they can better control the ball.

Divide the group in two teams. One team does the exercise "The tunnel shot". The other team plays the game "Precision wins". First explain the exercise "Precision wins", and let the learners play. The teacher then works with the other team. After 10 - 15 minutes change the team activities.

## The tunnel shot

Main part
Time: ~ 10 min

**What you need:** Balls

### How to play

Ask the learners to get into groups of two learners. Each pair has one ball. One learner stands some meters away and opens his/her legs. The other learner now tries to shoot the ball through the legs of the first learner. After some tries the learners need to change their roles.

### Goal of the game

- Learn to shoot the ball accurately towards a target.

**What to watch for:** Tell the learners to try shooting at different distances. The greater the distance, the harder it gets.

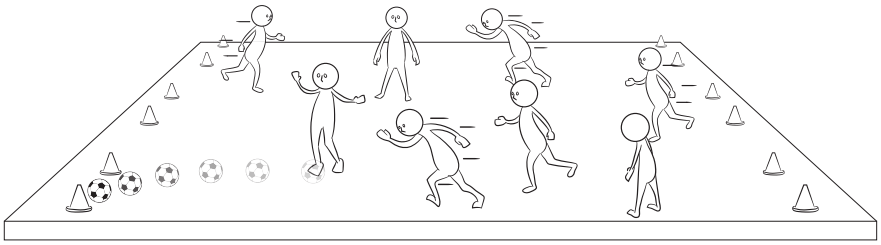
# Precision wins

Main part
Time: ~ 10 min

**What you need:** Ball, cones

## How to play

The learners need to form two groups and play soccer against each other. On each end of the activity area are three little goals 1 meter wide, demarcated by cones. To score a point, the teams have to shoot precisely in one of the three goals on the opposite side of the field.



## Goal of the game

- Learn to shoot accurately in a real game situation.

**What to watch for:** Tell the learners that no goalkeeper is allowed within 2 meters in front of the little goals.

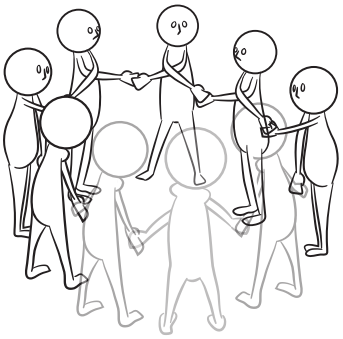
# Mystic knot

Cool down
Time: ~ 10 min

**What you need:** No equipment required

## How to play

The learners form teams of 10 and begin by holding hands with each other, sometimes crossing their arms. They don't give both hands to the same learner. When everyone is holding hands, the learners try to untangle the knot, but they are not allowed to release the hand of their partner.



## Goal of the game

- Concentrate on the task.

**What to watch for:** The learners are not allowed to lose the hands of their partner. Encourage the learners not to abandon but to resolve the problem.

# Soccer: Precision shooting

Physical education: Intermediate phase

## Equipment

- Cones
- Balls
- 8 water bottles

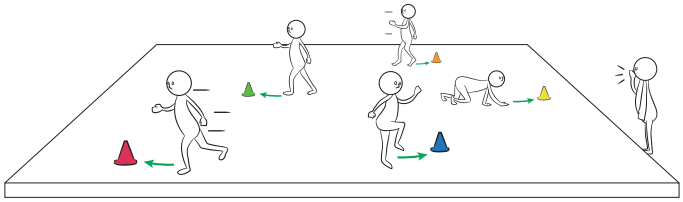
## Colour country

Introduction
Time: ~ 10 min

**What you need:** Coloured cones

### How to play

Spread cones with different colours on the field at distances of at least 5 - 6 meters in between. Tell the learners how they have to move from one cone to the other. (See the examples below.) Then shout a colour. The learners have to find the right colour cones as quickly as possible and move towards those cones.
Examples of movement: Walking, running, hopping, crawling, walking as high as possible, walking as low as possible, hopping on one leg, etc. (Invent some of your own movement styles.)



### Goal of the game

- Listen to the instructions and find a solution as quickly as possible.

**What to watch for:** Tell the learners to look up so that they can see where the other learners are. This is also important during a soccer game.

Divide the class into two groups. One group must do the exercise “Hit the tower” with the teacher. The other group is playing the game “bottle soccer”. First explain the exercise “Bottle soccer” then let the learners play and the teacher works with the second group. After 10 - 15 minutes change the groups.

## Hit the tower

Main part
Time: ~ 10 min

**What you need:** Balls

### How to play

Form groups of two. Each pair has one ball. The learners stand a few meters apart. One learner passes the ball in order to hit the other learner below the knees. After some tries the learners change their roles.

### Goal of the game

- Learn to kick the ball accurately towards a target.

**What to watch for:** Tell the learners that they should try to kick from different distances. The greater the distance, the harder it gets.

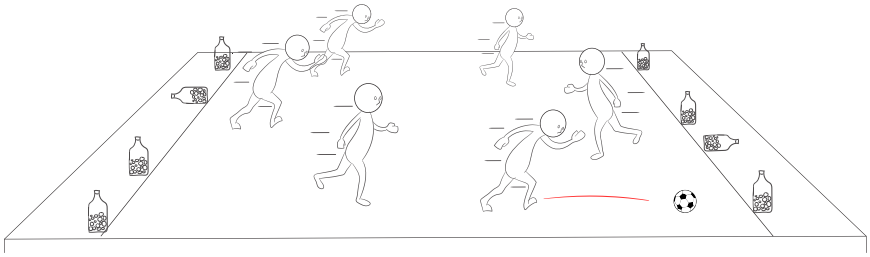
# Bottle soccer

Main part
Time: ~ 10 min

**What you need:** 8 water bottles, ball

## How to play

The learners need to get into two teams. Each team receives 4 water bottles filled with some stones or sand. Each team then places the bottles on their baseline wherever they choose. The learners now play a "normal" soccer match but have to hit the water bottles. Each fallen water bottle scores the team a point.



## Goal of the game

- Learn to shoot accurately in a real game situation.

**What to watch for:** Tell the learners that no goalkeeper is allowed within 2 meters of the water bottles.

# Passing the ball

Cool down
Time: ~ 10 min

**What you need:** Balls

## How to play

The learners form groups of two and each group is given a ball. They choose a suitable distance from each other and begin to pass the ball to each other, first with the dominant foot, then only with the non-dominant foot. If they are able to do so, they start to juggle the ball with their feet or they take the ball in their hands and try to kick the ball so that the other learner can catch it.

## Goal of the game

- Assist the learners to improve their passing skills.

**What to watch for:** Learners must be encouraged to vary and improve their ball skills.

# Soccer: Precision shooting

Physical education: Intermediate phase

## Equipment

- Balls
- Colour bands
- Water bottles
- Stones

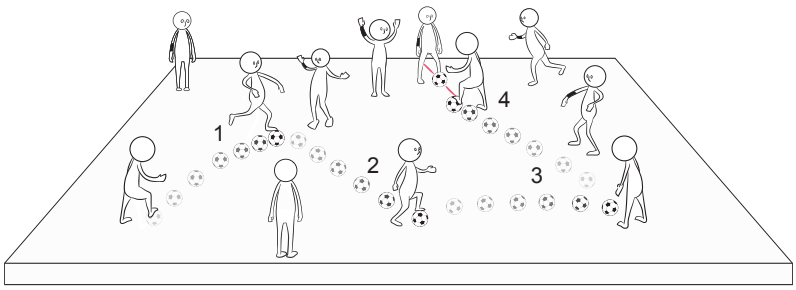
## The golden pass

Introduction
Time: ~ 10 min

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

### How to play

The teacher asks the learners to form teams of 5 - 10 players with different colour bands for each team. Two teams play against each other. To score a point a team needs to have 4 passes between players of the same team and finally kick the ball through the legs of another team player, who tries to position himself with his legs apart.




### Goal of the game

- Develop an understanding of being able to move into a free space and react quickly.

**What to watch for:** The learners are not allowed to move forward once they have caught the ball.

Divide the class into two groups. One group must do the exercise “Hit the tower” with the teacher. The other group is playing the game “Scoring mania”. First explain the exercise “Scoring mania” then let the learners play while the teacher works with the second group. After 10 - 15 minutes change the groups.

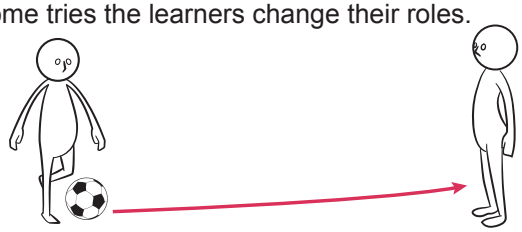
## Hit the tower

Main part
Time: ~ 10 min

**What you need:** Balls

### How to play

Form groups of two. Each pair has one ball. The learners stand a few meters apart. One learner kicks the ball in order to hit the other learner below the knees. After some tries the learners change their roles.



### Goal of the game

- Learn to kick the ball accurately towards a target.

**What to watch for:** Tell the learners that they should try to kick from different distances. The greater the distance, the harder it gets.

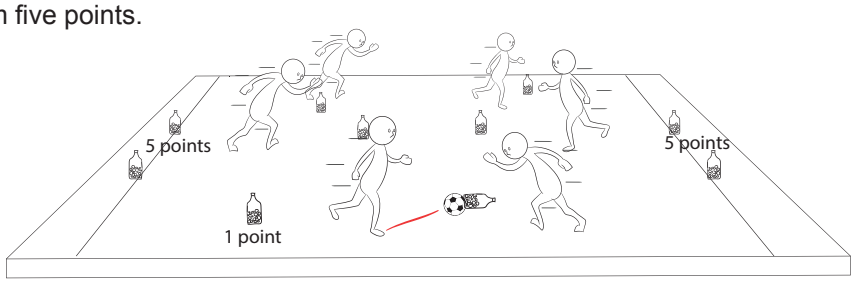
# Scoring mania

Main part
Time: ~ 10 min

**What you need:** 10 water bottles filled with sand, ball

## How to play

Ask the learners to form two teams. Each team has 5 water bottles. Two water bottles are placed on the baseline on each side of the field. The other water bottles are spread on the field, three in each half, standing up. The two teams play against each other with normal soccer rules. To score they can hit one of the opponents' water bottles on the field with the ball, which gives one point or they can try to hit down one of the two bottles on the baseline which will give them five points.




## Goal of the game

- Learn to switch from an attacking position to a defending position.

**What to watch for:** Tell the learners that when their team has the ball, they should not stand in front of their own bottles to defend them but to rather move into a space in order to attack. They must run back to help their own team to defend when the other team has the ball.

# Soccer golf

Cool down
Time: ~ 10 min

**What you need:** Balls, stones

## How to play

Ask the learners to form groups of two and to collect one stone per group. Each learner has a ball. The first learner starts by throwing the stone in a safe direction. His/her partner then throws his/her ball towards the stone. The goal is to land the ball as close as possible to the stone. Then the next learner does the same with his/her ball. The learner whose ball is closest to the stone gets one point. Which learner scores 10 points the quickest?

## Goal of the game

- Learn to estimate how much strength is needed when throwing the ball accurately to reach the stone.

**What to watch for:** Tell the learners that they should vary the distances of the stone that they throw. One close and one further away.

# Soccer: Precision shooting

Physical education: Intermediate phase

## Equipment

- Balls
- Colour bands

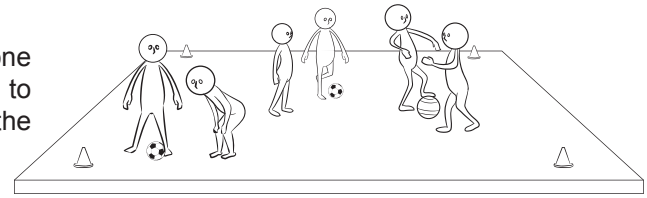
## The soccer ball robber

Introduction
Time: ~ 10 min

**What you need:** Balls

### How to play

Ask the learners to make groups of two. Each group has one ball. One learner has the ball and the other learner tries to steal the ball. Learners may only use their feet to steal the ball or defend possession.



### Goal of the game

- Control the ball and defend against another learner.

**What to watch for:** The learners are only allowed to use their feet to steal the ball. They are not allowed to pull on their opponents' clothing or bodies.

Divide the class into two groups. One group must do the assessment with the teacher. The other group is playing Soccer. First explain the assessment then let one group play soccer while the teacher is assessing the learners. After 10 - 15 minutes change the groups.

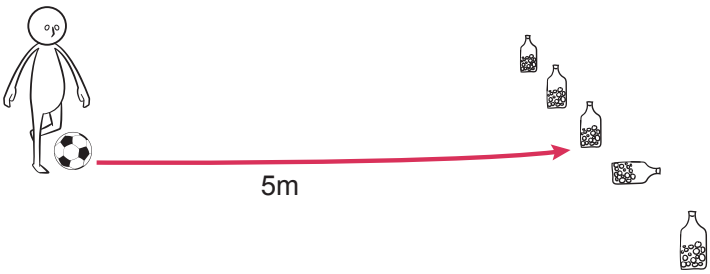
## Assessment: Precision shooting

Exam
Time: ~ 10 min

**What you need:** 5 water bottles, ball

### How to conduct

The aim is to strike as many water bottles as possible. There are 5 bottles and the learners have 7 shots from a distance of about 5 meters. Every fallen bottle gives one point. The kids have two trials.



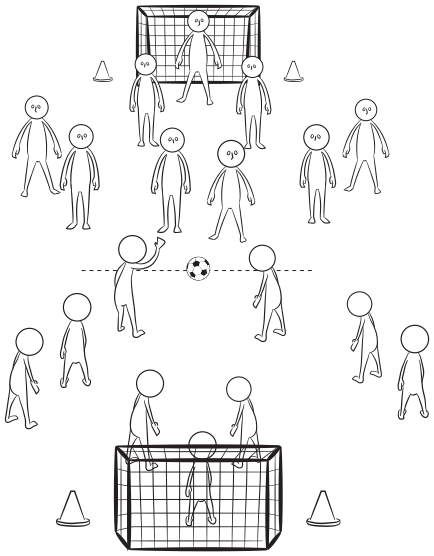
# Soccer

Main part
Time: ~ 10 min

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

## How to play

The learners form two teams. Each team has 9 players on the field plus one goalkeeper. The learners play a "normal" soccer game without any special rules. The extra players must change by themselves during the game.



## Goal of the game

- Resolve problems without a teacher.

**What to watch for:** Every learner should have a turn to be on the field. Tell the learners they have to change quickly.

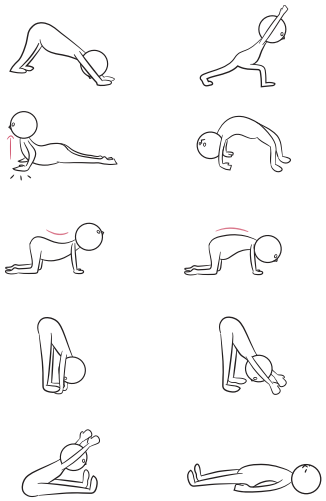
# Stretches in a circle

Cool down
Time: ~ 10 min

**What you need:** No equipment required

## How to stretch

8 Figure, Straddle, Long Seat, and Arm Stretch. Reflection: Ask learners what they enjoyed, what they learnt while stretching and cooling down.



## Goal of the stretch

- Encourage more flexibility and to avoid health issues like muscle tightness.

**What to watch for:** Straight backs.

# Assessment – Soccer: Precision shooting

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

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

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

| Skill | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| **1. Try** | | | | | |
| **2. Try** | | | | | |

**Final evaluation table:**

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

# Assessment – Soccer: Precision shooting

Class: _____ Grade: _____ Date: _____

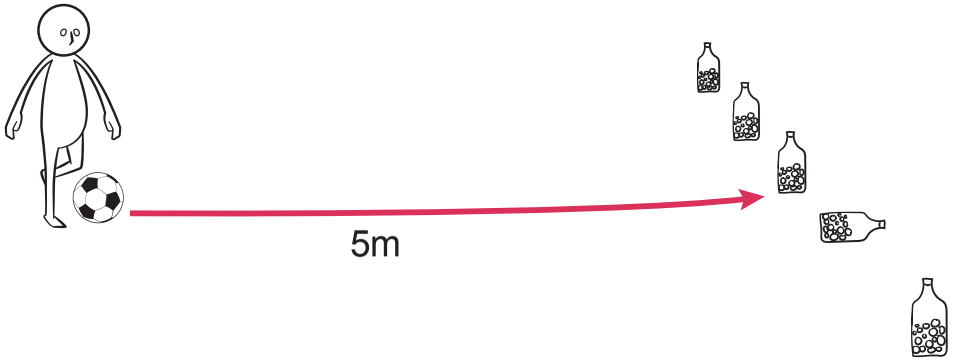
| TERM 1 | | Frequency of the participation in PE Lessons per term | | | | | | | | | | Movement performance | | | Total points per term (max 30) | Final mark |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Name | L1 | L2 | L3 | L4 | L5 | L6 | L7 | L8 | % | Points (max 20) | 1. Try | 2. Try | Points (max 10) | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |

# Assessment – Soccer: Precision shooting

Class: _____ Grade: _____ Date: _____

**Movement Performance – Precision shooting**

**Organisation:** The aim is to strike as many water bottles as possible. There are 5 bottles and the learners have 7 shots from a distance of about 5 meters. Every fallen bottle gives one point. The learners have two trials.




| Name | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| | 1. | | | | |
| | 2. | | | | |
| | 1. | | | | |
| | 2. | | | | |
| | 1. | | | | |
| | 2. | | | | |
| | 1. | | | | |
| | 2. | | | | |
| | 1. | | | | |
| | 2. | | | | |
| | 1. | | | | |
| | 2. | | | | |

# Assessment – Soccer: Precision shooting

Class: _____ Grade: _____ Date: _____

| Name | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |
| | 1.<br>2. | | | | |

# Netball: Muscle endurance

Physical education: Intermediate phase

## Equipment

- Balls
- Cones
- Colour bands

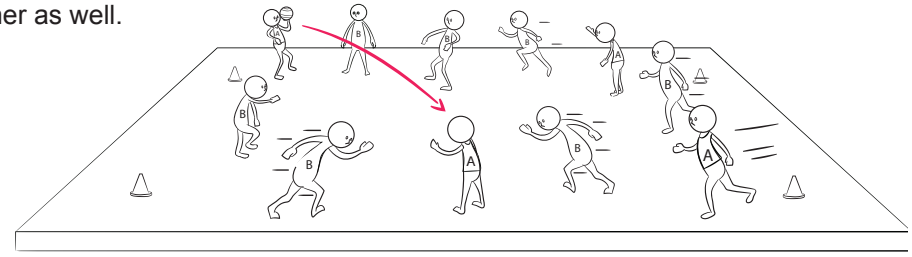
## Tag the enemy

Introduction
Time: ~ 5 min

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

### How to play

The teacher marks out an activity area with 4 cones. The area is smaller if there is a small group of learners and bigger if there are more learners. Designate four "catchers" and give them a ball. The catchers now have to pass the ball to each other and try to tag the other learners running around in the field. If a learner is tagged he/she becomes a catcher as well.



### Goal of the game

- Learn to collaborate and to find solutions to get to their goal.

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

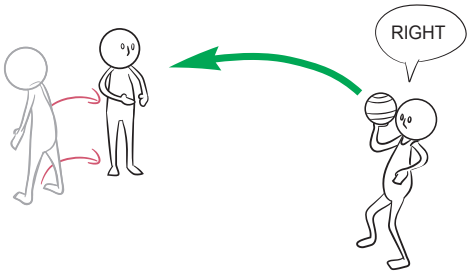
## Quick reactions

Introduction
Time: ~ 5 min

**What you need:** Balls

### How to play

The learners form groups of 2. Each group has a ball. Learner 1 has the ball and is the passer. Learner 2 stands 3 meters ahead of learner 1, facing away from the thrower. Learner 1 with the ball calls either "left" or "right" and passes the ball in that direction. Learner 2 rapidly spins around to the left or right and attempts to catch the ball.




### Goal of the game

- Learn to react quickly and catch the ball.

**What to watch for:** If the learners struggle to catch the ball, tell them to adjust the distance between them.

While playing the game “Corner ball”, the teacher interrupts the game for 2 minutes and lets the learners do each of the Superman/Superwoman workouts. Stop the game 5 times, always after 4 minutes.

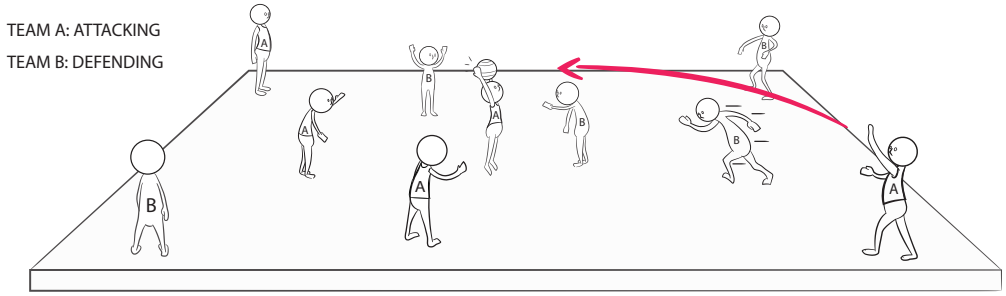
# Corner ball

Main part
Time: ~ 10 min

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

## How to play

Mark out a playing area 15 m by 15 m. The teacher divides the class into two teams of 5 – 10 players, each with two players in diagonally opposite corners. The game begins with a “corner” player passing to a teammate. The attacking team aims to move the ball from one corner player to the opposite corner player. If the defending team intercepts a pass, they roll the ball to their nearest corner player and immediately become the attacking team. After intercepting the ball or after a goal is scored, the attacking team immediately transitions into defence. Regularly rotate the corner players. A team scores when the ball is passed successfully from one side to the other.




## Goal of the game

- Develop agility, footwork, ball handling, attacking skills, defence skills.

**What to watch for:** Stop the game from time to time if you see a great example of spatial awareness or shooting.

# Superman/Superwoman workout

Main part
Time: ~ 10 min

**What you need:** Water bottles with sand (if you do not have enough, tell the learners to bring bottles filled with sand for the next lessons).

## How to play

Wall sitting: Sit with your back against a wall. The feet are parallel and the knees bent at an angle of 90°. (2 minutes)

Planking: The elbows are angled 90°. The body forms a line like a board. If the hips move up or down you must stop the exercise. (2 minutes)

Reverse plank: The body forms a line from the head to the feet. The elbows are at a 90° angle. As soon as the hips move down you must stop the exercise. (2 minutes)

Hip lift: The knees form a right angle. Only the shoulders and feet remain on the ground. As soon as the hips move down and you are unable to maintain the position, you have finished the exercise. (2 minutes)

1

2

3

4

# Superman/Superwoman workout

Continued

## Goal of the game

- Train for muscle endurance and learn to “feel” the body.

**What to watch for:** Tell the learners that it is not a problem if they cannot hold the exercise for two minutes. With more training, they will improve. If they cannot complete the exercise, they should have a little break of 10 seconds and then continue. Observe if the learners are doing the exercises as indicated. If not, try to correct them.

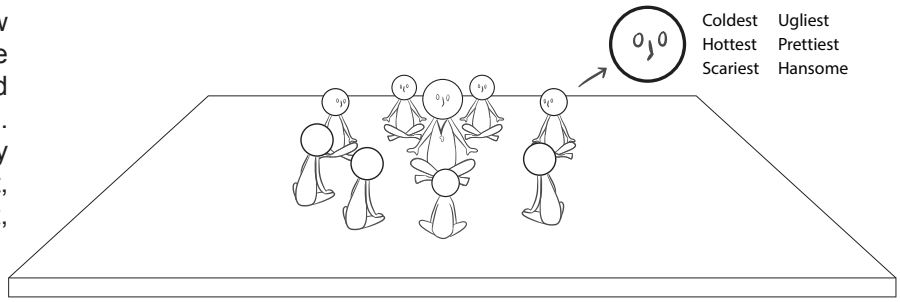
# 1, 2, 3 Freeze

Cool down
Time: ~ 10 min

**What you need:** No equipment required

## How to play

Have the learners form a large circle, sitting down, facing inward with the teacher sitting in the middle of the circle. On the teacher’s command “1, 2, 3, freeze”, all the learners in the circle must freeze while sitting down. If a learner moves, he/she is eliminated. Continue playing until only a few players remain. If you have a large group, make different circles and designate a leader for each circle. Tell the learners each round that they have to show a different face, coldest, hottest, scariest, ugliest, prettiest, most handsome face, etc.




## Goal of the game

- Cool down with a funny activity.

**What to watch for:** Learners cannot lie down, hold their heads up, or close their eyes. There is to be no arguing with the teacher when eliminated and only the teacher can eliminate learners.

# Netball: Muscle endurance

Physical education: Intermediate phase

## Equipment

- Balls
- Colour bands

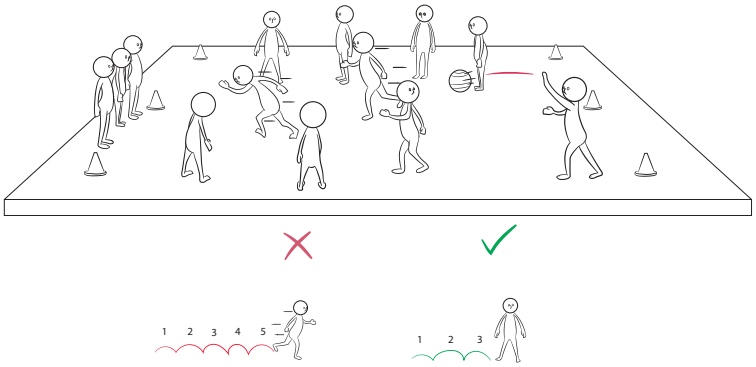
## Dodge ball

Introduction
Time: ~ 10 min

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

### How to play

Play the game with a netball. The objective of the game is to eliminate the opponents by throwing the ball at them. Players are not allowed to walk more than 3 steps. If a player is struck, he/she joins his/her team's row of eliminated players at the side of the play area. When an opponent is hit, the first player in the line re-joins the game.




### Goal of the game

- Learn to dodge and catch a ball.

**What to watch for:** Only a ball which hits the opponent below the hips is considered a strike. If a player catches the ball to defend himself, he is not out; if the ball drops it is considered as a strike.
If the game takes too long, the team with the most players in the play-area may be declared the winners.

While playing the game Countdown - score, you interrupt the game for 2 minutes and let the learners do each of the Superman/Superwoman workouts. Stop the game 5 times, always after 4 minutes.

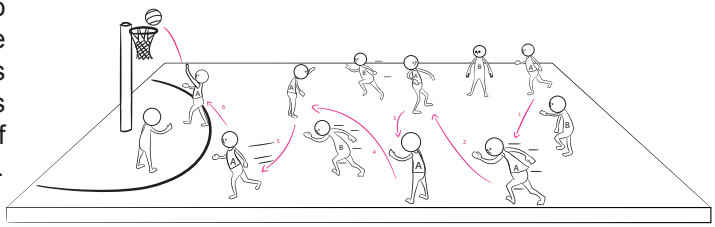
## Countdown - score

Main part
Time: ~ 10 min

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

### How to play

The teacher divides the class into 4 different teams. Two teams are playing on one side of the netball field; the other two teams are playing on the other side. There is one player from each team in the semi-circle in front of the hoop. The other learners are only allowed to run around outside the semi-circle. They have to give 5 consecutive passes to their own team members to be able to score. While they pass, the learners have to count down aloud "5, 4, 3, 2, 1". The sixth pass must be to their player in the semi-circle who tries to score. If a ball falls down or the learner in front of the hoop doesn't score, the other team gets the ball.



### Goal of the game

- Learners learn to find a gap to receive a pass on a small field.

**What to watch for:** The learners in the semi-circle should change often so that they move as well.

# Superman/Superwoman workout

Main part
Time: ~ 10 min

**What you need:** Water bottles with sand

## How to play

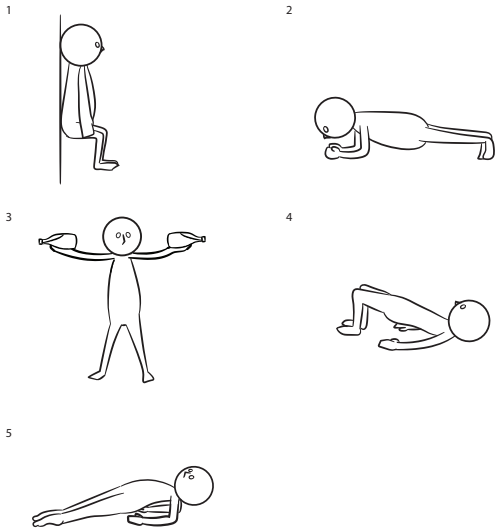
1. Wall sitting: Sit with your back against a wall. The feet are parallel and the knees bent at an angle of 90°. (2 minutes)

2. Planking: The elbows are angled 90°. The body forms a line like a board. If the hips move up or down you must stop the exercise. (2 minutes)

3. Aeroplane: Take two water bottles and fill them 2/3 with water (or sand). Hold your water dumbbells horizontally with the arms extended. As soon as the arms are no longer horizontal, the exercise is finished. (2 minutes)

4. Hip lift: The knees form a right angle. Only the shoulders and feet remain on the ground. As soon as the hips move down and you are unable to maintain the position, you have finished the exercise. (2 minutes)

5. Reverse Plank: The body forms a line from the head to the feet. The elbows are at a 90° angle. As soon as the hips move down you must stop the exercise. (2 minutes)




## Goal of the game

- Train for muscle endurance and learn to “feel” the body.

**What to watch for:** Tell the learners that it is not a problem if they cannot hold the exercise for two minutes. With more training, they will improve. If they cannot hold the position any longer, they should have a little break of 10 seconds and then continue. Observe if the learners are doing the exercises as indicated. If not, try to correct them.

# Statues

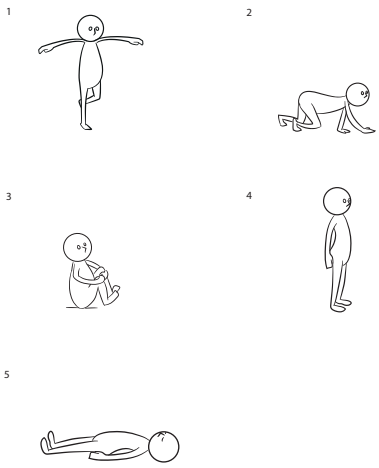
Cool down
Time: ~ 10 min

**What you need:** No equipment required

## How to play

Learners start off walking around the room. As you shout out poses, they have to freeze in that position for 3 seconds.
For example, you could shout:

1. Balance on one foot.
2. Crouch on hands and knees.
3. Sit on bottoms.
4. Freeze like a soldier and stand up straight.
5. Pretend to be asleep – this is a perfect pose to finish the lesson.




## Goal of the game

- Calm down and execute instructions from the teacher.

**What to watch for:** The learners should be calm during this exercise and try to focus on the teacher’s instructions.

# Netball: Muscle endurance

Physical education: Intermediate phase

## Equipment

- Balls
- Cones

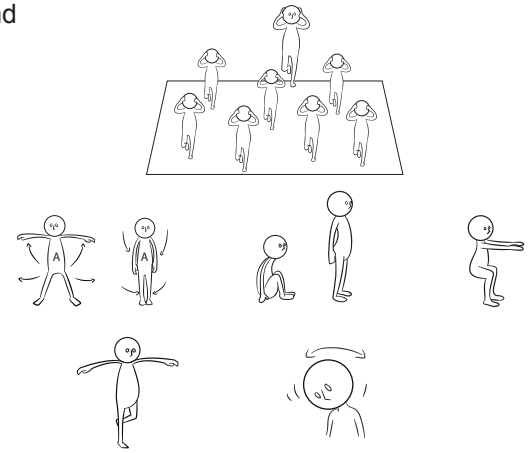
## Follow the leader

Introduction
Time: ~ 10 min

**What you need:** No equipment required

### How to play

Ask the learners to line up in 2 or 3 parallel lines at the end of the court, approximately 1.5 m from one another. Choose a leader who then starts to jog from one side to the other with their choice of warm ups and can switch at each third of the court if desired (if the warm up propositions are in a standing position the leader jogs and stops whenever he wants, does the exercise for 15 seconds and continues). Once they reach the end of the court, they jog back and the whole group repeats the exercise. After that round has finished, another person must become the leader.



- Hands on heads.
- Star jumps.
- Sit down/stand up - first slow then always faster.
- Squats.
- Turn arms.
- Turn left leg in a figure of eight.
- Turn right leg in a figure of eight.
- Stand on one leg.
- Turn the head to the right and to the left.
- Turn their hips.

### Goal of the game

- Copy the leader and warm-ups.

**What to watch for:** Choose another leader at the end of each completed warm-up, so that the learners can add to their movements.

While playing the game “Piggy in the middle”, the teacher interrupts the game for 2 minutes and lets the learners do each of the Superman/superwoman workouts. Stop the game 5 times, always after 4 minutes.

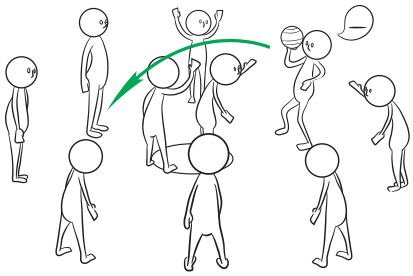
## Piggy in the middle

Main part
Time: ~ 10 min

**What you need:** Balls

### How to play

Ask the learners to form groups of 10. Begin by forming a circle that has two of the group in the middle. The players who form the circle must pass the ball to one another using different techniques while calling out the recipient’s name. If the ball is intercepted by one of the two players in the middle, the learner who tossed it should change places with the player in the middle who intercepted the pass.



# Piggy in the middle

Continued

## Goal of the game

- Learn to pass the ball and communicate with each other to find the most effective passing method. The learners also learn to intercept a pass.

**What to watch for:** If one learner stays too long in the middle, change roles between that catcher and one of the learners forming the circle. You can also add another catcher in the middle so that it becomes more difficult for the learners forming the circle to pass the ball.

# Superman/Superwoman workout

Main part
Time: ~ 10 min

**What you need:** Water bottles with sand

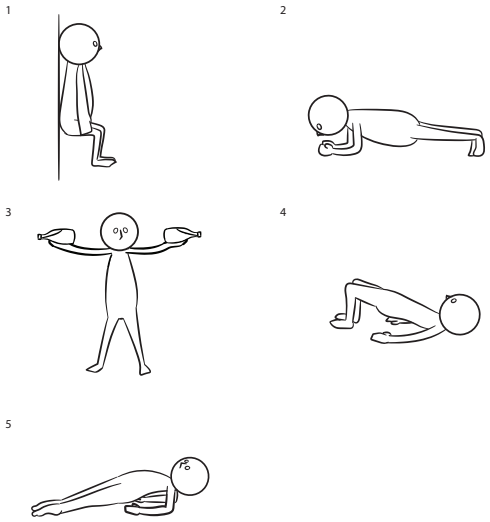
## How to play

1. Wall sitting: Sit with your back against a wall. The feet are parallel and the knees bent at an angle of 90°. (2 minutes)

2. Planking: The elbows are angled 90°. The body forms a line like a board. If the hips move up or down you must stop the exercise. (2 minutes)

3. Aeroplane: Take two water bottles and fill them 2/3 with water (or sand). Hold your water dumbbells horizontally with the arms extended. As soon as the arms are no longer horizontal, the exercise is finished (2 minutes).

4. Hip lift: The knees form a right angle. Only the shoulders and feet remain on the ground. As soon as the hips move down and you are unable to maintain the position, you have finished the exercise. (2 minutes)




5. Reverse Plank: The body forms a line from the head to the feet. The elbows are at a 90° angle. As soon as the hips move down you must stop the exercise. (2 minutes)

## Goal of the game

- Train for muscle endurance and learn to “feel” the body.

**What to watch for:** Tell the learners that it is not a problem if they cannot hold the exercise for two minutes. With more training, they will improve. If they cannot hold the position any longer, they should have a little break of 10 seconds and then continue. Observe if the learners are doing the exercises as indicated. If not, try to correct them.

# Heel-to-toe-race

Cool down
Time: ~ 10 min

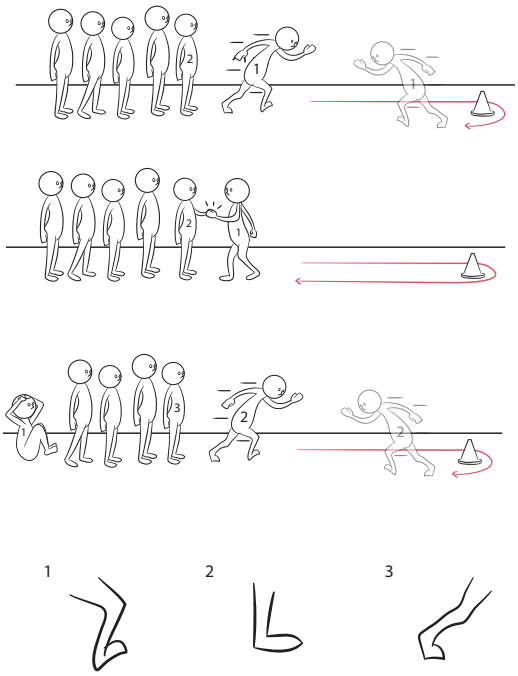
**What you need:** Cones

## How to play

Place the learners into teams. Each team stands behind a starting line. Team members should stand in a straight line behind one another. Designate a turning point 20 meters away using cones. On the teacher’s signal to run, players race as quickly as possible to the turning point and back to the starting line. Make sure that the players run heel to toe throughout the duration of the race. When they return to the starting point, they high five the next person in their team who will then carry out the same action. Once all team members have finished they must sit with their hands on their heads. The winning team is the first team all sitting with their hands on their heads.

# Heel-to-toe-race

Continued




## Goal of the game

- Keep your balance and be as fast as possible.

**What to watch for:** The learners have to run heel to toe.

# Netball: Muscle endurance

Physical education: Intermediate phase

## Equipment

- Balls
- Cones

## Shadows

Introduction
Time: ~ 10 min

**What you need:** No equipment required

### How to play

Ask the learners to sit in pairs. One of the learners is then instructed to stand. When the teacher gives a signal, the standing learner runs away and the second learner begins to run after the first and stays as close as possible. Change the roles after 30 seconds.

### Goal of the game

- React correctly on signals and run behind another person.

**What to watch for:** Do not let the learners run after each other for more than 30 seconds. Give them a short break (30 seconds) before you change the learner's roles.

Divide the class into two groups. One group must do the assessment with the teacher. The other group is playing "piggy in the middle". First explain the assessment then let one group play "piggy in the middle" while the teacher is assessing the learners. After 10 - 15 minutes change the groups.

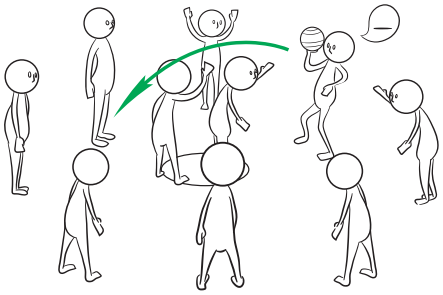
## Piggy in the middle

Main part
Time: ~ 10 min

**What you need:** Balls

### How to play

Ask the learners to form groups of 10. Begin by forming a circle that has two of the group in the middle. The players who form the circle must pass the ball to one another using different techniques while calling out the recipient's name. If the ball is intercepted by one of the two players in the middle, the learner who tossed it should change places with the player in the middle who intercepted the pass.



### Goal of the game

- Learn to pass the ball and communicate with each other to find the most effective passing method. The learners also learn to intercept a pass.

**What to watch for:** If one learner stays too long in the middle, change roles between that catcher and one of the learners forming the circle. You can also add another catcher in the middle so that it becomes more difficult for the learners forming the circle to pass the ball.

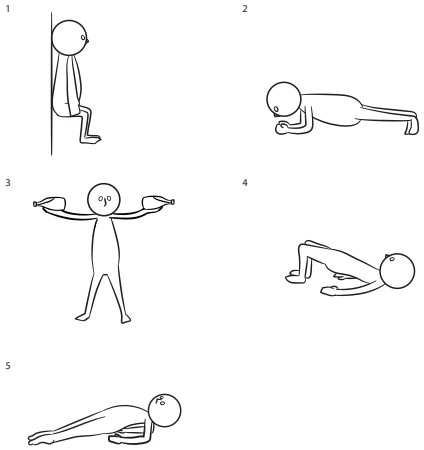
# Assessment

Exam
Time: ~ 10 min

**What you need:** Water bottles with sand

## How to play

The learners are doing the muscular endurance exercises. There are 4 hula hoop rings on the floor. The teacher gives the sign to start the exercises. When a learner can't hold the position anymore, the learner has to go behind the ring where the teacher is standing in that moment (the teacher is changing his position only when the next criterion time is achieved). With each time criterion, the teacher switches the ring. In the end the teacher can mark which learner was able to hold the position how long.




1. Wall sitting: Sit with your back against a wall. The feet are parallel and the knees bent at an angle of 90°. (2 minutes)

2. Planking: The elbows are angled 90°. The body forms a line like a board. If the hips move up or down you must stop the exercise. (2 minutes)

3. Aeroplane: Take two water bottles and fill them 2/3 with water (or sand). Hold your water dumbbells horizontally with the arms extended. As soon as the arms are no longer horizontal, the exercise is finished (2 minutes).

4. Hip lift: The knees form a right angle. Only the shoulders and feet remain on the ground. As soon as the hips move down and you are unable to maintain the position, you have finished the exercise. (2 minutes)

5. Reverse Plank: The body forms a line from the head to the feet. The elbows are at a 90° angle. As soon as the hips move down you must stop the exercise. (2 minutes)

## Goal of the game

- Train for muscle endurance and learn to "feel" the body.

**What to watch for:** Tell the learners that it is not a problem if they cannot hold the exercise for two minutes. With more training, they will improve. If they cannot hold the position any longer, they should have a little break of 10 seconds and then continue. Observe if the learners are doing the exercises as indicated. If not, try to correct them.

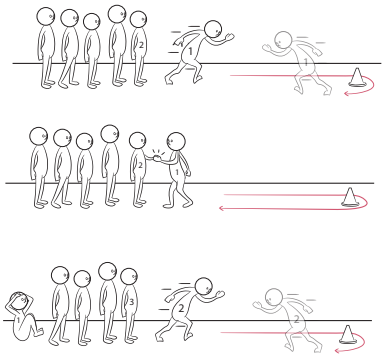
# Heel-to-toe-race

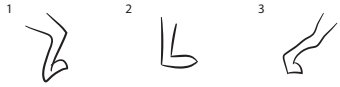
Cool down
Time: ~ 10 min

**What you need:** Cones

## How to play

Place the learners into teams. Each team stands behind a starting line. Team members should stand in a straight line behind one another. Designate a turning point 20 meters away using cones. On the teacher's signal to run, players race as quickly as possible to the turning point and back to the starting line. Make sure that the players run heel to toe throughout the duration of the race. When they return to the starting point, they high five the next person in their team who will then carry out the same action. Once all team members have finished they must sit with their hands on their heads. The winning team is the first team all sitting with their hands on their heads.





# Heel-to-toe-race

Continued

## Goal of the game

- Keep your balance and be as fast as possible.

**What to watch for:** The learners have to run heel to toe.

# Assessment – Netball: Muscle endurance

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

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

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

| Skill | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| **1. Try** | Exercise 1 | Exercise 2 | Exercise 3 | Exercise 4 | Exercise 5 |
| **2. Try** | Exercise 1 | Exercise 2 | Exercise 3 | Exercise 4 | Exercise 5 |

**Final evaluation table:**

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

# Assessment – Netball: Muscle endurance

Class: _____ Grade: _____ Date: _____

| TERM 2 | | Frequency of the participation in PE Lessons per term | | | | | | | | | | Movement performance | | | Total points per term (max 30) | Final mark |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Name | L1 | L2 | L3 | L4 | L5 | L6 | L7 | L8 | % | Points (max 20) | 1. Try | 2. Try | Points (max 10) | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |

# Assessment – Netball: Muscle endurance

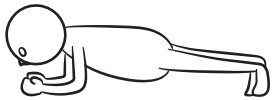
**Movement Performance – Muscle Endurance**

**Organisation:** The learners are doing the muscular endurance exercises. There are 4 hoola hoop rings on the floor. The teacher gives the sign to start the exercises. When a learner can't hold the position anymore, the learner has to go to behind the ring where the teacher is standing in that moment (the teacher is changing his position only when the next criterion time is achieved). With each time criterion, the teacher switches the ring. In the end the teacher can mark which learner was able to hold the position how long.

**Test 1:** Wall sitting: Sit with your back on the wall. The feet are parallel and the knees bent at an angle of 90°

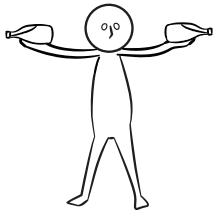
| **Boys:** | | **Girls:** | |
|---|---|---|---|
| 81-100 sec -> | 4 Points | 71-90 sec -> | 4 Points |
| 51-80 sec -> | 3 Points | 41-70 sec -> | 3 Points |
| 31-50 sec -> | 2 Points | 21-40 sec -> | 2 Points |
| 0-30 sec -> | 1 Point | 0-20 sec -> | 1 Point |

**Test 2:** Planking: The elbows are angled 90°. Your body forms a line like a board. If the hips move up or down you must stop the exercise.



| **Boys:** | | **Girls:** | |
|---|---|---|---|
| 81-100 sec -> | 4 Points | 71-90 sec -> | 4 Points |
| 51-80 sec -> | 3 Points | 41-70 sec -> | 3 Points |
| 31-50 sec -> | 2 Points | 21-40 sec -> | 2 Points |
| 0-30 sec -> | 1 Point | 0-20 sec -> | 1 Point |

**Test 3:** Aeroplane: Take two water bottles and fill them 2/3 with water. Hold your water dumbbells and hold them horizontally with the arms extended. As soon as the arms are no longer horizontal, the exercise is finished.



| **Boys:** | | **Girls:** | |
|---|---|---|---|
| 81-100 sec -> | 4 Points | 71-90 sec -> | 4 Points |
| 51-80 sec -> | 3 Points | 41-70 sec -> | 3 Points |
| 31-50 sec -> | 2 Points | 21-40 sec -> | 2 Points |
| 0-30 sec -> | 1 Point | 0-20 sec -> | 1 Point |

**Test 4:** Hip lift: The knees form a right angle. Only the shoulders and feet remain on the ground. As soon as your hip is going down and doesn't stay anymore in the plank position you have finished the exercise.

| **Boys:** | | **Girls:** | |
|---|---|---|---|
| 81-100 sec -> | 4 Points | 71-90 sec -> | 4 Points |
| 51-80 sec -> | 3 Points | 41-70 sec -> | 3 Points |
| 31-50 sec -> | 2 Points | 21-40 sec -> | 2 Points |
| 0-30 sec -> | 1 Point | 0-20 sec -> | 1 Point |

# Assessment – Netball: Muscle endurance

Class: _____ Grade: _____ Date: _____

**Test 5:**

Reverse Plank: The body forms a line from the head to the feet. The elbows are at a 90° angle. As soon as you go down with the hip you have to stop the exercise.

| **Boys:** | | **Girls:** | |
|---|---|---|---|
| 81-100 sec -> | 4 Points | 71-90 sec -> | 4 Points |
| 51-80 sec -> | 3 Points | 41-70 sec -> | 3 Points |
| 31-50 sec -> | 2 Points | 21-40 sec -> | 2 Points |
| 0-30 sec -> | 1 Point | 0-20 sec -> | 1 Point |

**Mark-points for the first and second try:**

| Points | Mark-points | Points | Mark-points |
|---|---|---|---|
| 20 | 5.00 | 10 | 2.50 |
| 19 | 4.75 | 9 | 2.25 |
| 18 | 4.50 | 8 | 2.00 |
| 17 | 4.25 | 7 | 1.75 |
| 16 | 4.00 | 6 | 1.50 |
| 15 | 3.75 | 5 | 1.25 |
| 14 | 3.50 | 4 | 1.00 |
| 13 | 3.25 | 3 | 0.75 |
| 12 | 3.00 | 2 | 0.50 |
| 11 | 2.75 | 1 | 0.25 |

| Name | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| | 1. | | | | |
| | 2. | | | | |
| | 1. | | | | |
| | 2. | | | | |
| | 1. | | | | |
| | 2. | | | | |
| | 1. | | | | |
| | 2. | | | | |

# Assessment – Netball: Muscle endurance

Class: _____ Grade: _____ Date: _____

| Name | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| | 1. | | | | |
| | 2. | | | | |
| | 1. | | | | |
| | 2. | | | | |
| | 1. | | | | |
| | 2. | | | | |
| | 1. | | | | |
| | 2. | | | | |
| | 1. | | | | |
| | 2. | | | | |
| | 1. | | | | |
| | 2. | | | | |
| | 1. | | | | |
| | 2. | | | | |
| | 1. | | | | |
| | 2. | | | | |
| | 1. | | | | |
| | 2. | | | | |
| | 1. | | | | |
| | 2. | | | | |
| | 1. | | | | |
| | 2. | | | | |

# Rhythmic movement: Directions & movement repertoire

Physical education: Intermediate phase

## Accompaniment

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

## Run to the beat

Introduction
Time: ~ 5 min

**Accompaniment:** Play music/drums.

### How to play

Play music/drums. Instruct learners: "Run across the entire movement area." Give one of the following instructions every 30 seconds:

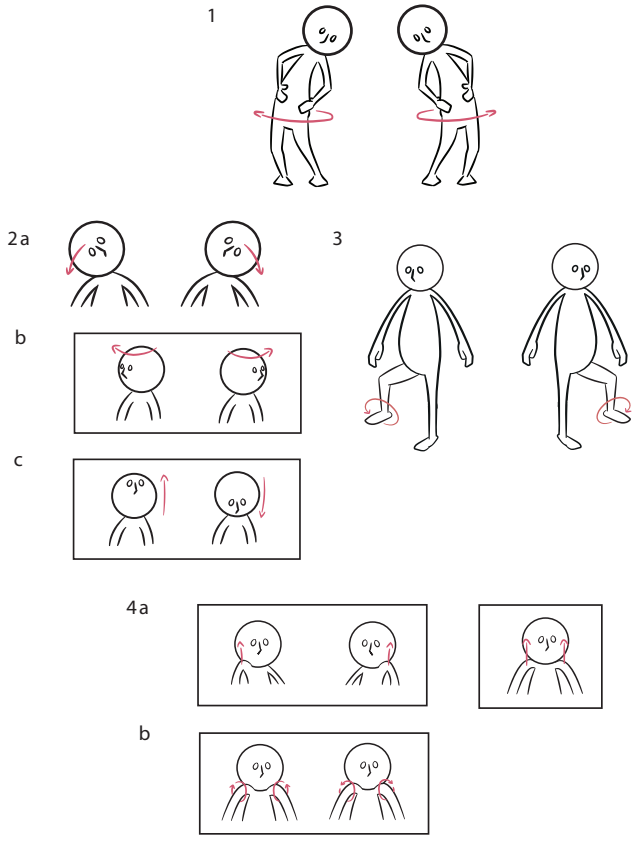
1. "Run backwards."
2. "Run sideways."
3. "Run forward."
4. "Change your run to a skip."
5. "Skip backwards."
6. "Skip sideways."
7. "Skip with a friend."
8. Repeat instructions in a different order.

## Mobilisation and isolations

Main part
Time: ~ 10 min

### How to move

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

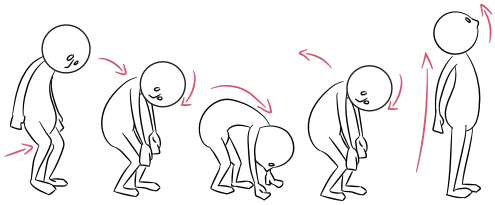


# Mobilisation and isolations

Continued

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

5



# Favourite moves circle

Main part
Time: ~ 5 min

**Accompaniment:** Play music/drums.

## How to play

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

## Creative group activity: Favourite moves partner combination

Main part
Time: ~ 10 min

## How to play

1. Find a partner
2. "Teach your 3 favourite movements to your partner."
3. "Add your 6 movements together to make a dance. Let the movements flow from one movement into the next."
4. Give learners 10 minutes to practise.

# Cool down

Cool down
Time: ~ 10 min

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

# Rhythmic movement: Movements and force

Physical education: Intermediate phase

## Accompaniment

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

## Intro ritual

Introduction
Time: ~ 5 min

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

## Cardio

Introduction
Time: ~ 5 min

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

### How to play

Drum or play any song.

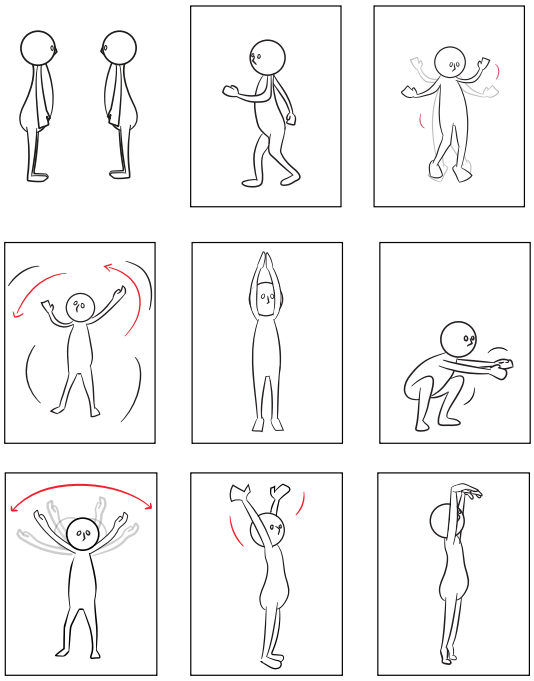
- "Dance around the room as you:
- "Move like a robot." (x 20 seconds)
- "Move like a snake." (x 20 seconds)
- "Move like the wind." (x 20 seconds)
- "Move like a robot." (x 20 seconds)
- "Move like a monster." (x 20 seconds)
- "Move like horse." (x 20 seconds)
- "Move like a lightning bolt that crash through the sky." (x 20 seconds)
- "Be the rain." (x 20 seconds)
- Repeat above instructions.

## Following movements

Main part
Time: ~ 10 min

### How to play

1. "Find a partner."
2. "Face your partner."
3. "Choose a leader and a mirror."
4. "Leader must follow the instructions, mirror copy the movements."
5. "Listen carefully to the instructions."
   - "Slow movements."
   - "Fast movements."
   - "Big slow movements."
   - "Be a lightning bolt."
   - "Low movements."
   - "Be the wind."
   - "High movements."
   - "Be the rain."
6. "Change leaders. New leaders, do different movements."
7. Repeat instructions number 5.



# Creative movement activity

Main part
Time: ~ 15 min

## How to play

1. Place learners into groups of 5.
2. "Today you are going to design a dance about a storm. First the wind begins to blow, then it rains softly and then loudly, and then the lightning bolts crash down to ground and across the sky as the thunder sounds loudly through the universe. How will you dance that?"
3. "Design a dance that represents a storm."
4. "Choose at least 6 different movements. String these together to flow from the one movement into the next."
5. Provide learners with 10-15 minutes to practice.
6. "It is show time. Sit where you are."
7. Instruct each group to show its dance to the class.

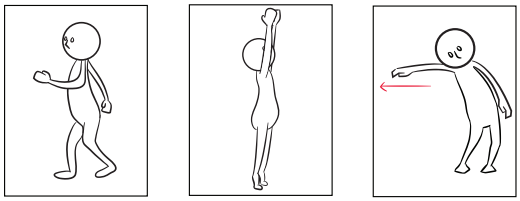
# Outro

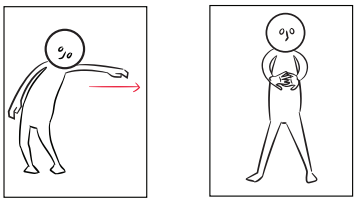
Cool down
Time: ~ 5 min

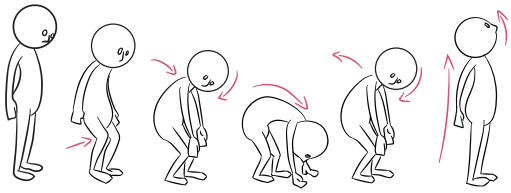
## How to stretch

As teacher read these instructions in a clam voice:

1. "Stand in a circle and do everything in a slow, flowing movement."
   - "Make any slow movements."
   - "Stretch up tall to the sky and relax."
   - "Reach with your one arm to the side and relax."
   - "Reach with your other arm to the side and relax."
   - "Reach with both arms forward into the circle and relax."
   - "Roll down your spine (vertebrae by vertebrae – bend your knees)." "Roll up your spine (vertebrae by vertebrae – bend your knees)."
   - "Relax everything."
   - "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts."







# Rhythmic movement: Force and creativity

Physical education: Intermediate phase

## Accompaniment

- Use drums or play any song of choice.
- Drum at any beat and rhythm you like.

## Intro ritual

Introduction
Time: ~ 5 min

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

## Cardio game

Introduction
Time: ~ 5 min

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

### How to play

Drum or play any song.

1. "Dance around the room as you:
    - "Move like a monster." (x 20 seconds)
    - "Move like a snake." (x 20 seconds)
    - "Move like the wind." (x 20 seconds)
    - "Move like fire." (x 20 seconds)
    - "Move in a circle."
    - "Move like a robot." (x 20 seconds)
    - "Move like elephant." (x 20 seconds)
    - "Move like a lightning bolt that crash through the sky." (x 20 seconds)
    - "Be the rain!" (x 20 seconds)
    - "Draw a circle in the sky."
2. Repeat above instructions.

## Atom game

Introduction
Time: ~ 5 min

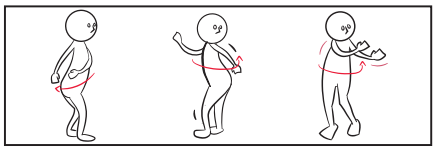
### How to play

1. Let someone drum at any beat and stop whenever he/she likes.
2. "When the music stops, get into groups and follow the instructions."
3. Instructions for each time the music stops:
    - "Groups of 3: "freeze! Only one hand and two feet touching the ground."
    - "Groups of 4: let only three feet, two hands and one knee touch the ground."
    - "Groups of 3: 1 shoulder, 3 feet, and 2 hands need to touch the ground. Hold the position."
    - "Groups of 4: 1 bottom, 2 feet, 2 hands need to be on the ground."
    - "Groups of 2:  1 hand and 1 foot. Hold the position."
    - "Groups of 4:  2 hands and 4 feet. Try moving around like this."
    - "Groups of 3: 4 hands and 2 feet. Try moving around like this."

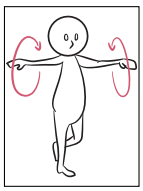
# The elements rotate

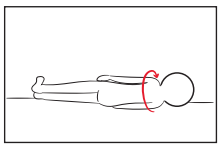
Main part
Time: ~ 10 min

## How to play

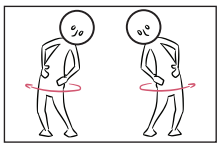


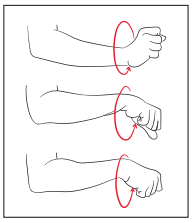
1. "Can you think of different ways to rotate/circle your body?"
   - "Turn!"
   - "Find three different ways to turn."
   - "Circle your arms."
   - "Roll to the side."
   - "Circle your hips."
   - "Twist your wrist."
   - "Circle your ankles."
   - "Circle mix your arms in front of your stomach."



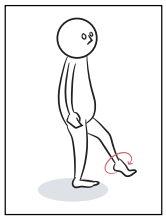


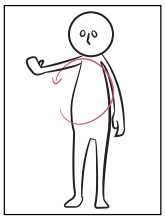
2. "Let us think about the different elements."
   - Earth.
   - Fire.
   - Water.
   - Wind.





3. "How would you move to each Element?"
   - "Fire moves fast and with a lot of force."
   - "Wind can be soft and gentle or strong a stormy."





# Creative movement activity

Main part
Time: ~ 10 min

## How to play

1. "Get into groups of 5."
2. "Choose 1 element as a theme (i.e. fire)."
3. "Design a dance about your element. Use at least 3 rotations in different forms (i.e. turn, roll, circle arms). Also use different levels of movement. You need a total of 8 different movements."
4. Give the learners 10-15 minutes to practise their sequence.
5. "It is show time. Sit where you are"
6. Instruct each group to show its dance to the class."

# Outro

Cool down
Time: ~ 5 min

## How to stretch

1. "Close your eyes and lie down."
2. "Tense up your whole body as much as you can, hold it for 10 seconds, and relax again. Do it 3 times."
3. "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts."

# Rhythmic movement: Levels of movement

Physical education: Intermediate phase

## Accompaniment

- Use drums or play any song of choice.
- Drum at different speeds and rhythms.

## Intro ritual

Introduction
Time: ~ 5 min

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

## Follow the leader

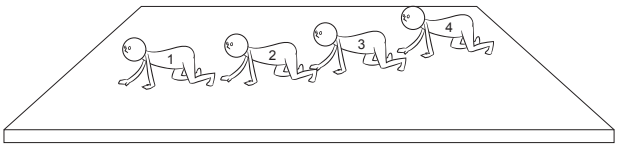
Introduction
Time: ~ 5 min

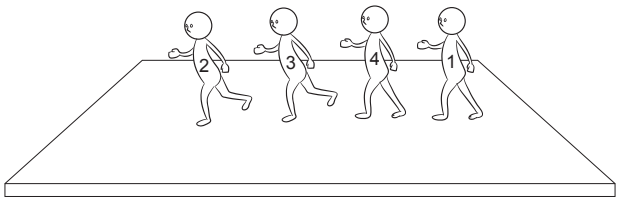
**Accompaniment:** Use drums.

### How to play

Use drums. Change the speed of the beat often.

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




## Pose game

Introduction
Time: ~ 5 min

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

### How to play

Drum or play any song. Stop and start the beat often.

1. "Dance around the room, when the beat stops, get into a group, and pose using different levels. Hold every position until the music starts again."
2. Each time the music stops, read a different instruction.
   - "Groups of 3: 3 levels."
   - "Groups of 4: 4 levels."
   - "Groups of 5: 5 levels."
   - "Groups of 6: 3 levels."
   - "Groups of 2: 1 level."
   - "Groups of 4: 3 levels."

# Creative movement activity

Main part
Time: ~ 10 min

## How to play

1. Place learners in groups of 5
2. "Design a dance that includes 3 different levels, 2 rotations and 2 jumps."
3. Give them at least 15 minutes to practise their dance.

# Show down

Main part
Time: ~ 10 min

## How to play

1. "This is a movement battle (competition)."
2. "Stand in a circle."
3. As teacher, choose the first 2 groups that will compete with each other.
4. Instruct the two groups: "Stand in the middle of the big circle, facing each other."
5. Start the drumming/song.
6. "The one group performs its dance to the other group."
7. "Straight after, the second group must perform its dance (whilst facing the first group)."
8. "The rest of the class decides which group wins. The winning group stays in the circle to compete in the next round."
9. As teacher, make sure each group has a chance to perform in the circle."

# Outro

Cool down
Time: ~ 5 min

## How to stretch

As teacher read these instructions in a very calm voice:

1. "Close your eyes and sit down."
2. "Imagine:
   - Your body heats up.
   - Feet, legs, upper body, arms, hands become very hot.
   - After a while, someone pours cool water overhead.
   - This regulates your temperature from your head, to your shoulders, to your stomach down to your hips, legs, and feet."
3. "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts."

# Assessment – Rhythmic patterns/coordination

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

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

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

# Assessment – Rhythmic patterns/coordination

Class: _____ Grade: _____ Date: _____

| TERM 3 | | Frequency of the participation in PE Lessons per term | | | | | | | | | | Movement performance | | Total points per term (max 30) | Final mark |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Name | L1 | L2 | L3 | L4 | L5 | L6 | L7 | L8 | % | Points (max 20) | Rhythm and social skills | Points (max 10) | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

# Evaluation sheet – Rhythmic patterns/coordination

First and last name: _____

Date: _____ Class: _____

**Rating:**

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

**1 point:** Meets the expectations

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

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

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

**General comments:**

_____

_____

_____

_____

| Total Points | Achievement Description | Final mark |
|---|---|---|
| 0-8 | Not achieved | 1 |
| 9-12 | Elementary achievement | 2 |
| 13-15 | Moderate achievement | 3 |
| 16-18 | Adequate achievement | 4 |
| 19-21 | Substantial achievement | 5 |
| 22-24 | Meritorious achievement | 6 |
| 25-30 | Outstanding achievement | 7 |

# Acrobatics & gymnastics: Body tension and trust

Physical education: Intermediate phase

## Equipment

- Cones
- Mats (if available)
- 15-20 balls
- 5 colour bands
- 10 hula-hoops

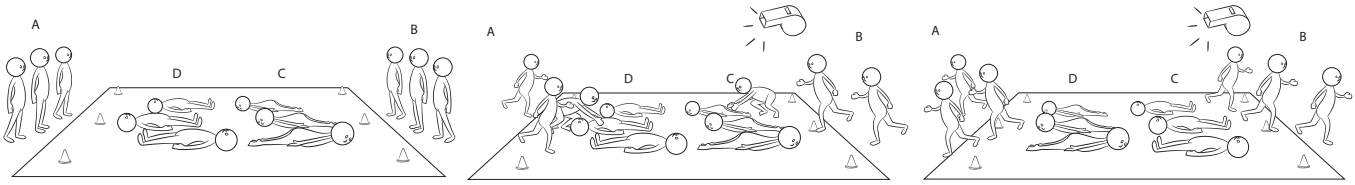
## Turn me

Introduction
Time: ~ 10 min

**What you need:** Cones to mark the playing area

### How to play

Mark out an activity area with cones. Divide the class into four groups (A, B, C, D). Groups A and B stand at either end of the area. Groups C and D are spread out in the middle of the area (group C lying on their stomachs, group D lying on their backs). When the teacher shouts "Go", group A must try to turn the learners from groups C and D onto their backs; group B tries to turn the learners onto their stomachs. After two minutes, the teacher stops the game and counts how many learners are on their backs and how many are on their stomachs. The roles between the groups are then changed.




### Goal of the game

- Build trust in each other.
- Cooperate.
- Body tension.

**What to watch for:** Learners on the floor need to be in good body tension to facilitate the work of the others.

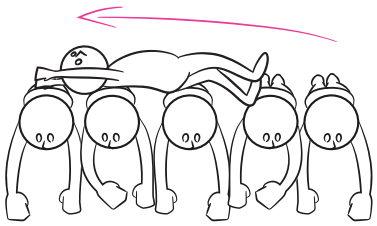
## Trunk transport

Main part
Time: ~ 10 min

**What you need:** Soft ground: grass or mats

### How to play

Divide the class into groups of 12 learners. Tell them to lie on the ground as close as possible to each other, stomach down. One learner is the trunk and lies with his/her back on the other learners. When the teacher gives the start signal, all the learners start to roll in one direction and the trunk will be transported in that direction. As soon as the last learner is free, he/she must run to the front of the line so the trunk can roll further.



### Goal of the game

- Learn how to handle body contact.
- Trust each other.
- Cooperate.
- Body tension.

**What to watch for:** Let the learners practise rolling in advance.

# Apple shake

Main part
Time: ~ 10 min

**What you need:** Two balls per group

## How to play

The class is divided into groups of two. A represents a tree. He/she holds two apples (two balls) in his/her hands and raises his/her arms as high as possible. B aims to shake the apples down. B holds A by the shoulders and shakes A. A tries to hold himself so steady that the apples do not fall from his hands. Reverse roles. (The learner standing in front of the other learner can really hold the learner with both hands to shake him.)

## Goal of the game

- Partner exercises, dealing with body contact, keep body tension, development of body perception.

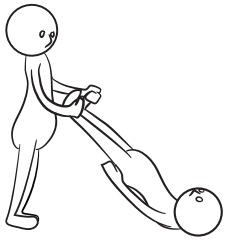
**What to watch for:** Make sure learners understand what you mean by “body tension”.

# Spaghetti test

Main part
Time: ~ 10 min

**What you need:** Soft floor, like grass or mats.

## How to play



A is on his back and represents an uncooked spaghetti stick (whole body is tense). B controls A by lifting both feet of A. A should be in a straight line only - the shoulders should be on the floor. Change roles. (The learner shouldn’t be only on his head but still on his shoulders.)

## Goal of the game

- Partner exercises, dealing with body contact, keep body tension, development of body perception.

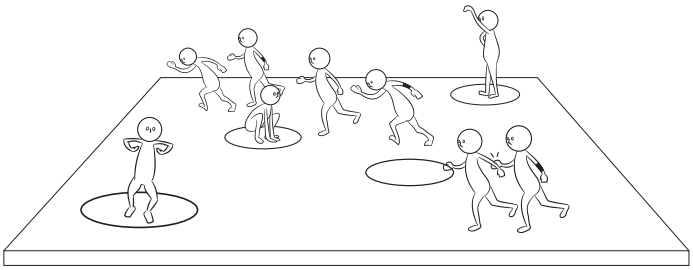
**What to watch for:** Make sure each learner’s body is in a straight line. The buttocks should be pulled up tight.

# Zookeeper tag

Cool down
Time: ~ 10 min

**What you need:** Cones, 5 colour bands, 10 hula hoops

## How to play



Mark out an activity area with cones. Choose five “zookeepers” to be the catchers and give each of them a colour band. All the other learners are “wild animals”. Place 10 hula hoops (animal enclosures) around the activity space. Ask all “wild animals” to spread out around the activity area. On your signal, the “zookeepers” try to tag the wild animals. When a wild animal is tagged, it must go to an “enclosure” and freeze in the shape of an animal. Another wild animal can free a frozen animal by guessing what kind of animal the learner is imitating and lifting the hula hoop over his/her head. (It would be nice if the learners in the hula hoops really try to imitate an animal, for example an elephant, a monkey or a lion).

## Goal of the game

- Fun activity.
- Imitation.
- Run and dodge players.

**What to watch for:** Switch the “zookeepers” every 1 - 2 minutes.

# Acrobatics

Physical education: Intermediate phase

## Equipment

- Cones
- 6-8 hoops

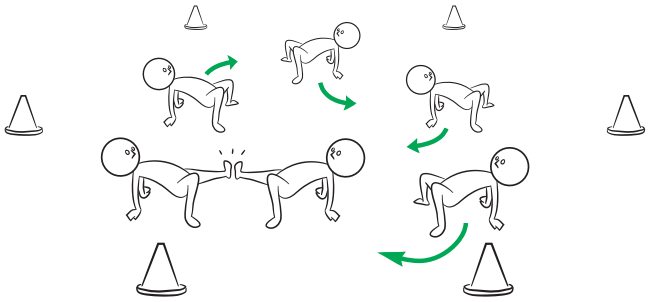
## Crabs saying hello

Introduction
Time: ~ 10 min

**What you need:** Cones to mark out the activity area.

### How to play

Mark out an activity area with cones. Tell the learners to go on all fours with their backs to the floor. Then the learners "crab" around the playing area. Whenever they meet another "crab", they greet each other by touching their feet. Every learner has to touch at least 10 other crabs.



### Goal of the game

- Foot-eye co-ordination, strengthen core.

**What to watch for:** Make the activity area big enough so that the crabs are not too close to each other.

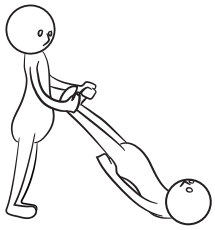
## Spaghetti test

Main part
Time: ~ 5 min

**What you need:** Soft floor, like grass or mats.

### How to play

Learner A is on his back and represents an uncooked spaghetti stick (whole body is tense). B controls A by lifting both feet of A. A should be in a straight line - only the shoulders should be on the floor. Change roles.



### Goal of the game

- Partner exercises, dealing with body contact, keep body tension, development of body perception.

**What to watch for:** Make sure each learner's body is in a straight line. The buttocks should be tightly pulled up.

## Table top position

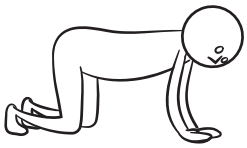
Main part
Time: ~ 5 min

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

### How to play

Show the learners how to make a clean and stable table top position. This position is a basic position for acrobatic tricks:

- Hands are under the shoulders, shoulder-width at right angles to the ground and trunk.
- Knee hip width vertically under the buttocks, right angle in the knee and hip joint.
- Straight, stable back, belly retracted, pelvis tilting high towards the navel.
- Head in extension of the spine.



# Table top position

min Continued

## Goal of the game

- Preparation for pyramid form.
- Keep body tension, development of body perception.

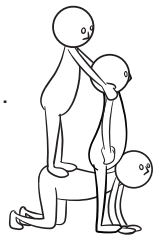
**What to watch for:** Make teams of two so that the learners can observe and correct each other's mistakes.

# Simple pyramid

Main part
Time: ~ 5 min

**What you need:** Soft ground like grass.

## How to play



Learner A is in a table top position, learner B is standing over the shoulders of A, legs spread. Learner C stands on A's buttocks and rests with his/her hands on B's shoulders.

- B walks away so C can stand alone.
- C can try to stand on one leg. B can help as a railing.

## Goal of the game

- Cooperation.
- Get used to body contact.
- Training of balance and body tension.

**What to watch for:** Make sure learners are not standing on each other's spines.

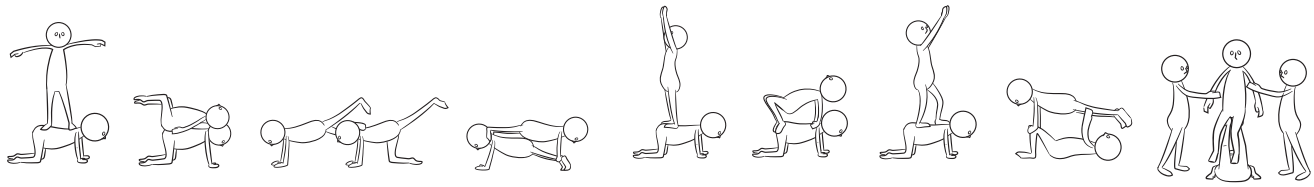
# Partner acrobatics

Main part
Time: ~ 5 min

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

## How to play

Learners have learned how to keep body tension and how to cooperate. Now let them try themselves. The learners get into groups of 3. Let them try out the following pyramids without any more information. The teacher walks around and helps each group to be creative and form different pyramids.



## Goal of the game

- Practise partner acrobatics.
- Stabilization, creativity, body tension, cooperation, trust.

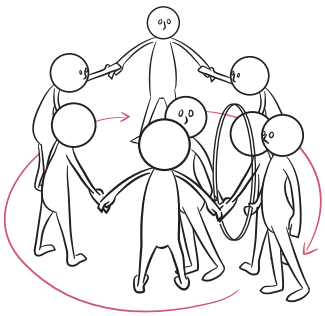
**What to watch for:** Go around and help the learners if they are not able to imitate the pictures.

# Go through the hoop

Cool down
Time: ~ 10 min

**What you need:** About 6 - 8 hula hoops.

## How to play



Learners need to get into groups of 8 – 10. They must form a circle and hold hands. Every group gets a hula hoop, which is held by two learners. The "hoop" now walks around the circle without letting go of their grip. This means that the other learners have to put their bodies through the hoop. Let the learners practise for 2 minutes. Then have a competition between the groups.

## Goal of the game

- The "hoop" should walk around the circle as fast as possible without letting go of the hand grip.

**What to watch for:** As soon as any learner lets go of his/her grip, they are out of the game.

# Acrobatics & gymnastics

Physical education: Intermediate phase

## Equipment

## I move

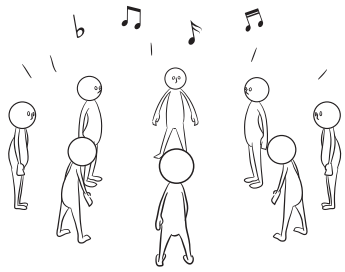
Introduction
Time: ~ 10 min

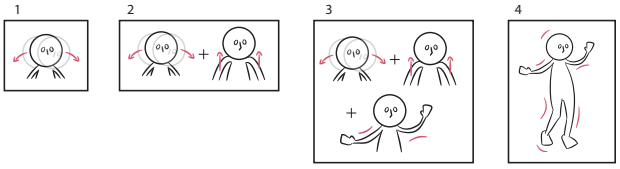
**What you need:** No equipment required.

### How to play

Ask the learners to form a big circle. They all start singing and moving as follows:

- "I move I move I move, I move my head, I move I move I move, I move my head" (learners move their heads).
- "I move I move I move, I move my shoulder, I move I move I move, I move my shoulder" (learners move their heads & shoulders).
- "I move I move I move, I move each arm, (learners move their heads, shoulders and arms).
- Learners move their upper bodies, their hips, their feet, their legs, their entire bodies.






### Goal of the game

- To be able to co-ordinate different body movements, only move body part that is requested.

**What to watch for:** Tell the learners to only move the body part that is requested.

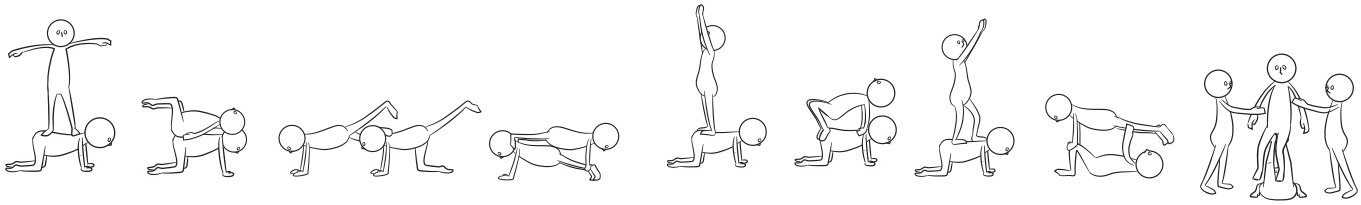
## Partner acrobatics: Repetition

Main part
Time: ~ 10 min

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

### How to play

Ask the learners to get into groups and let them practise the following pyramids.



### Goal of the game

- Practise partner acrobatics.
- Stabilization, creativity, body tension, cooperation and trust.

**What to watch for:** Walk around and help the learners if they are not able to imitate the pictures.

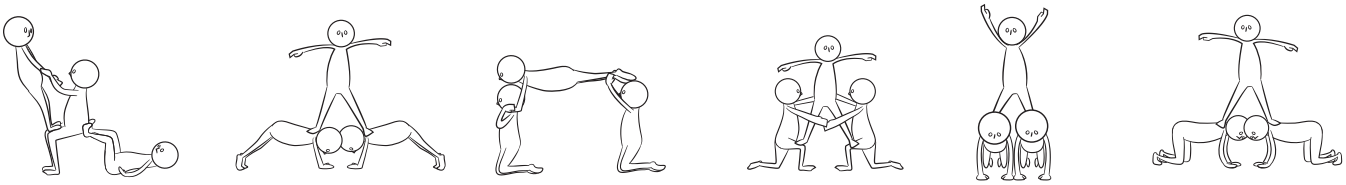
# Pyramids of 3

Main part
Time: ~ 10 min

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

## How to play

Learners have learned how to keep body tension and how to cooperate. Now let them try by themselves. Make groups and let them try out the following pyramids without any more information. Walk around and help the learners to become creative and demonstrate different pyramids.



## Goal of the game

- Practise pyramids.
- Stabilization, creativity, body tension, cooperation, trust.

**What to watch for:** Walk around and help the learners if they are not able to imitate the pictures.

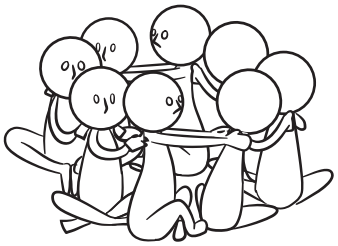
# Massage in a circle

Cool down
Time: ~ 5 min

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

## How to play

Ask the learners to sit in a circle and look at each other's backs. Ask the learners to massage the back in front of them until the teacher gives the signal to turn to the other side (after 2 minutes). Then massage the back in front of them.



## Goal of the game

- Relax deeply while massaging someone else's back. Different formation: circle.

**What to watch for:** Learners should be aware of the other learners feelings. Don't massage too hard or too soft.

# Explain exam exercise

Exam
Time: ~ 5 min

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

## How to explain

Learners get into groups of 6. Each group must show 5 different pyramids.

- 2 different partner acrobatics:
  Make groups of two. Each learner in the group performs at the same time. The teacher gets to see 3 pyramids.
- 2 different pyramids of 3:
  Make groups of 3. Each learner in the group performs at the same time. The teacher gets to see 2 pyramids.
- 1 pyramid of 6:
  The whole group performs at the same time. The teacher gets to see 1 pyramid.

# Explain exam exercise

min Continued

**Criteria:** Fill out a profile for each learner, watch for precision and a quick build up. Every pyramid must be held for at least 5 seconds.

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

## Goal of the exam

- Precision.
- Body tension.
- Cooperation.

**What to watch for:** Before the test, let the learners practise once.

# Acrobatics & gymnastics: Examination

Physical education: Intermediate phase

## Equipment

- 5 tennis balls
- Cones
- Soccer field + soccer goals
- Soccer balls

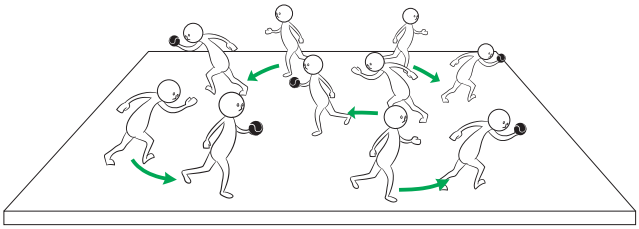
## Catch and run

Introduction
Time: ~ 10 min

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

### How to play

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



### Goal of the game

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

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

## Exam exercise: First trial

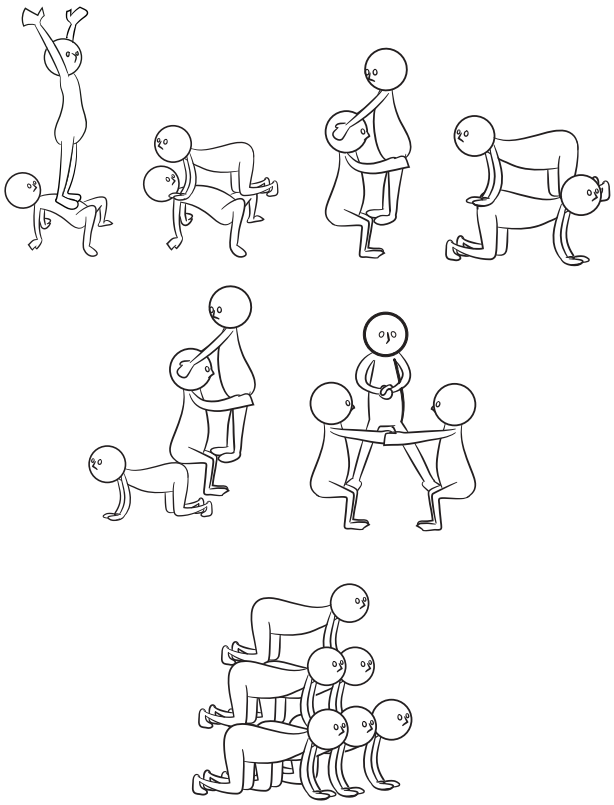
Exam
Time: ~ 20 min

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

### How to explain

Learners get into groups of 6. Each group must show 5 different pyramids.

- 2 different partner acrobatics:
  Make groups of two. Each learner in the group performs at the same time. The teacher gets to see 3 pyramids.
- 2 different pyramids of 3:
  Make groups of 3. Each learner in the group performs at the same time. The teacher gets to see 2 pyramids.
- 1 pyramid of 6:
  The whole group performs at the same time. The teacher gets to see 1 pyramid.



# Exam exercise: First trial

Continued

**Criteria:** Fill out a profile for each learner, watch for precision and a quick build up. Every pyramid must be held for at least 5 seconds.

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

## Goal of the exam

- Precision.
- Body tension.
- Cooperation.

**What to watch for:** The other learners can practise while you are assessing.

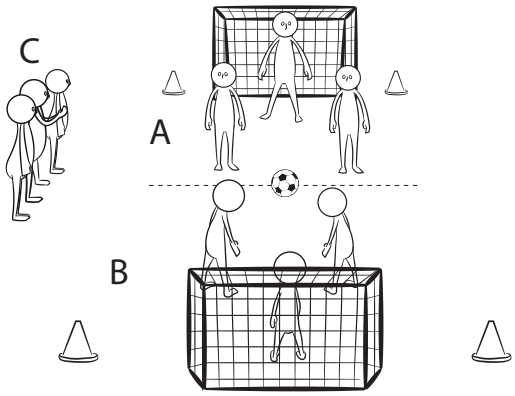
# Free soccer game

Cool down
Time: ~ 10 min

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

## How to play

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




## Goal of the game

- Independent organization by the learners: autonomy and responsibility.

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

# Acrobatics & gymnastics: Examination

Physical education: Intermediate phase

## Equipment

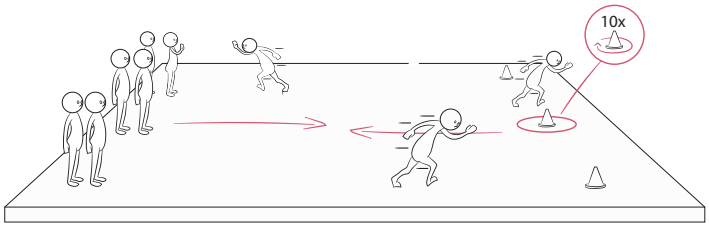
- Cones
- Netball field
- Netball

## Drunken sailor

Introduction
Time: ~ 10 min

**What you need:** 1 cone per group.

### How to play




Ask the learners to make groups of 6, standing in succession in one line. This is a relay race. In front of each group you place a cone within 30 meters. On the teacher's signal, the first learner from each group must run towards his/her cone. When they reach the cone, they must touch the cone with 1 hand, turn around the cone ten times and then run back to their group as fast as possible. Each learner runs twice. The first team finishing the race wins the game.

### Goal of the game

- Stay orientated even when everything around them is turning.

**What to watch for:** Learners can only start running when the team mate gives them a high five.

## Exam exercise: Second trial

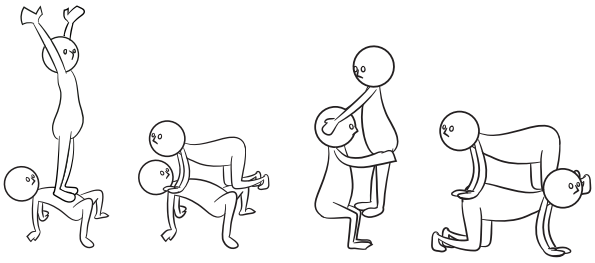
Exam
Time: ~ 20 min

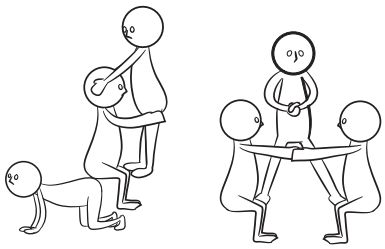
**What you need:** No equipment required.

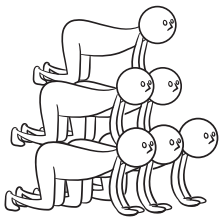
### How to explain

Learners get into groups of 6. Each group must show 5 different pyramids.

- 2 different partner acrobatics:
  Make groups of two. Each learner in the group performs at the same time. The teacher gets to see 3 pyramids.
- 2 different pyramids of 3:
  Make groups of 3. Each learner in the group performs at the same time. The teacher gets to see 2 pyramids.
- 1 pyramid of 6:
  The whole group performs at the same time. The teacher gets to see 1 pyramid.







# Exam exercise: Second trial

min Continued

**Criteria:** Fill out a profile for each learner, watch for precision and a quick build up. Every pyramid must be held for at least 5 seconds.

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

## Goal of the exam

- Precision.
- Body tension.
- Cooperation.

**What to watch for:** The other learners can practise while you are assessing. Try to get more points than in the first trial. Only the better trial of the two counts in the end.

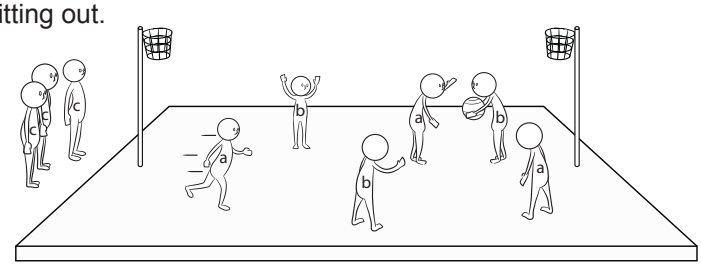
# Free netball game

Cool down
Time: ~ 10 min

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

## How to play

Let the learners that have finished their exam play a free netball game. Learners must build three groups independently. Two groups must play against each other. After each goal has been scored, the losing team must sit out, the winners play against the team that was sitting out.



## Goal of the game

- Independent organization by the learners: autonomy and responsibility.

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

# Assessment – Partner acrobatics

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

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

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

# Assessment – Partner acrobatics

Class: _____ Grade: _____ Date: _____

| TERM 4 | | Frequency of the participation in PE Lessons per term | | | | | | | | | | Movement performance | | Total points per term (max 30) | Final mark |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Name | L1 | L2 | L3 | L4 | L5 | L6 | L7 | L8 | % | Points (max 20) | Acrobatic and social skills | Points (max 10) | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

# Assessment – Partner acrobatics

First and last name: _____

Date: _____ Class: _____

**Rating:**

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

**1 point:** Meets the expectations

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

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

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

**General comments:**

_____

_____

_____

_____

| Total Points | Achievement Description | Final mark |
|---|---|---|
| 0-8 | Not achieved | 1 |
| 9-12 | Elementary achievement | 2 |
| 13-15 | Moderate achievement | 3 |
| 16-18 | Adequate achievement | 4 |
| 19-21 | Substantial achievement | 5 |
| 22-24 | Meritorious achievement | 6 |
| 25-30 | Outstanding achievement | 7 |

# LESSON PLANS FOR

# Grade 7

Health & Hygiene and Nutrition

Physical Education

Moving to Music

KaziKidz

Teaching Material for Schoolchildren

# Lesson tracker

## Physical Education - Grade 7

| This overview table should facilitate the tracking of the lessons and assessments | | | | |
|---|---|---|---|---|
| **Component** | **Term** | **Week** | **Lesson Content** | **Date** |
| Physical Education | Term 1 : Soccer | 1 | Lesson 1: Team skills/attacking/defending | |
| | | 2 | Lesson 2: Team skills/attacking/defending | |
| | | 3 | Lesson 3: Team skills/attacking/defending | |
| | | 4 | Lesson 4: Team skills/attacking/defending | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | 7 | Lesson of your choice | |
| | | Assessment -Soccer: Understanding of the game / Teamskills | | |
| | Term 2: Netball | 1 | Lesson 5: Scoring | |
| | | 2 | Lesson 6: Scoring | |
| | | 3 | Lesson 7: Scoring | |
| | | 4 | Lesson 8: Scoring | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | 7 | Lesson of your choice | |
| | | Assessment – Netball: Scoring | | |
| | Term 3: Rhythmic movement | 1 | Lesson 9: Musicality and movement repertoire | |
| | | 2 | Lesson 10: Formations and shapes | |
| | | 3 | Lesson 11: Quality of movement and force | |
| | | 4 | Lesson 12: Isolations and movement repertoire | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | 7 | Lesson of your choice | |
| | | Assessment: Rhythmic patterns/coordination | | |
| | Term 4: Acrobatics | 1 | Lesson 13: Acrobatics | |
| | | 2 | Lesson 14: Acrobatics | |
| | | 3 | Lesson 15: Acrobatics | |
| | | 4 | Lesson 16: Examination | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | Assessment: Partner acrobatics | | |

*Lesson of your choice: Repeating, combining or mixing the *KaziKidz* lessons or/and implementing your own ideas and activities

# Soccer: Team skills/attacking/defending

Physical education: Senior phase

## Equipment

- Balls
- Cones

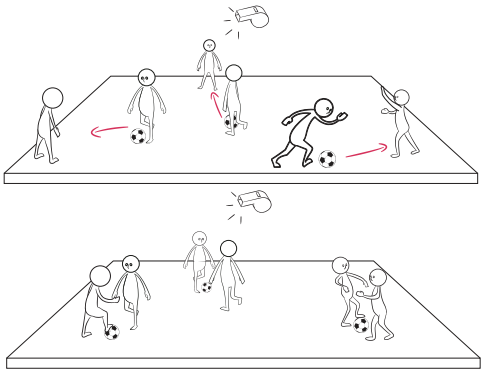
## Defend your treasure

Introduction
Time: ~ 10 min

**What you need:** Balls.

### How to play

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



### Goal of the game

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

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

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

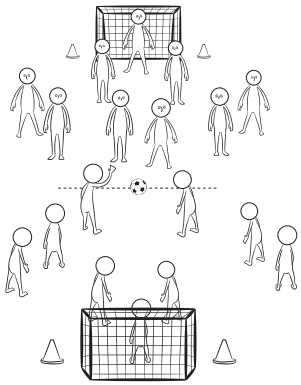
## Soccer

Main part
Time: ~ 10 min

**What you need:** Balls.

### How to play

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



### Goal of the game

- Learn to create opportunities to score.

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

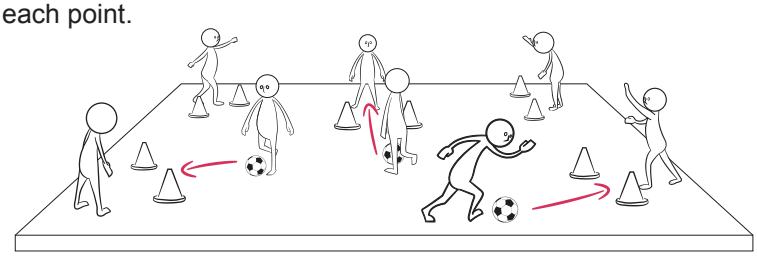
# Passes through open goals

Main part
Time: ~ 10 min

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

## How to play

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



## Goal of the game

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

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

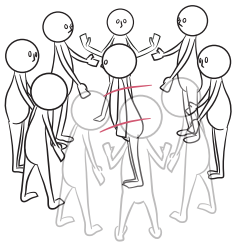
# Roly-poly

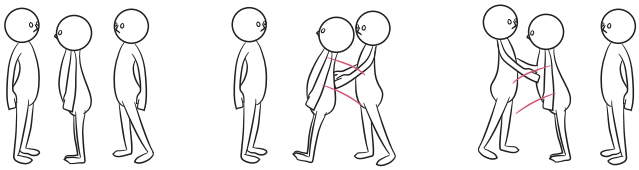
Cool down
Time: ~ 10 min

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

## How to play

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





## Goal of the game

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

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

# Soccer: Team skills/attacking/defending

Physical education: Senior phase

## Equipment

- Balls
- Cones

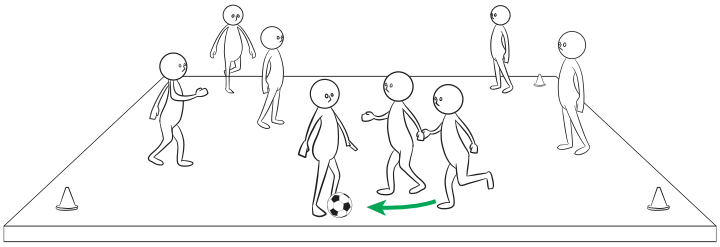
## Escape the monster chain

Introduction
Time: ~ 10 min

**What you need:** Balls.

### How to play

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



### Goal of the game

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

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

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

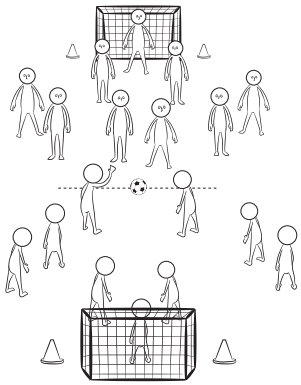
## Soccer

Main part
Time: ~ 10 min

**What you need:** Balls.

### How to play

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



### Goal of the game

- Learn to create opportunities to score.

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

# Passes through guarded goals

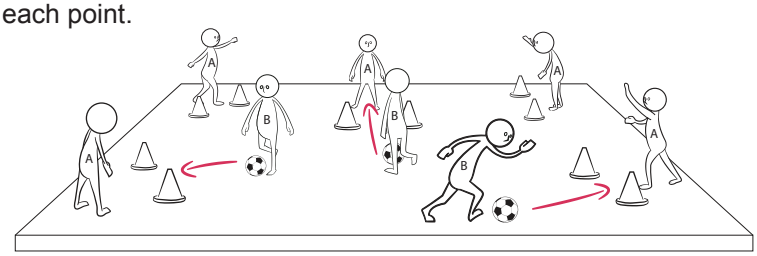
Main part
Time: ~ 10 min

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

## How to play

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

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




## Goal of the game

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

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

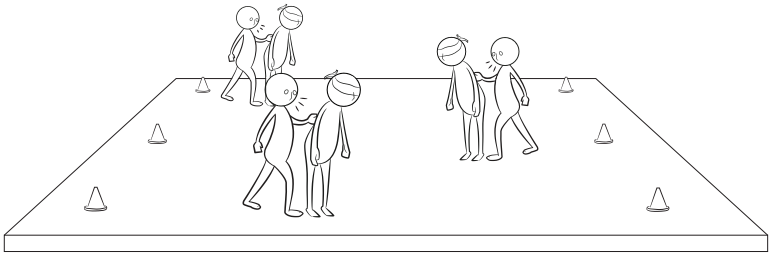
# Blind journey

Cool down
Time: ~ 10 min

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

## How to play

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



## Goal of the game

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

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

# Soccer: Team skills/attacking/defending

Physical education: Senior phase

## Equipment

- Balls
- Straps

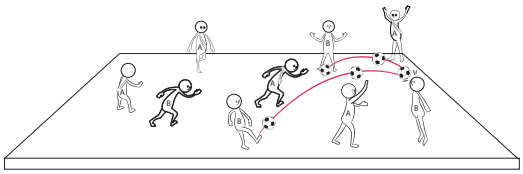
## Clever heads

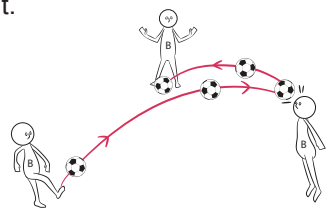
Introduction
Time: ~ 10 min

**What you need:** Ball

### How to play

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





### Goal of the game

- Learn to run into a free space and to make passe

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

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

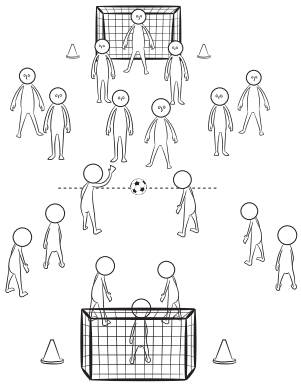
## Soccer

Main part
Time: ~ 10 min

**What you need:** Balls.

### How to play

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



### Goal of the game

- Learn to create opportunities to score.

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

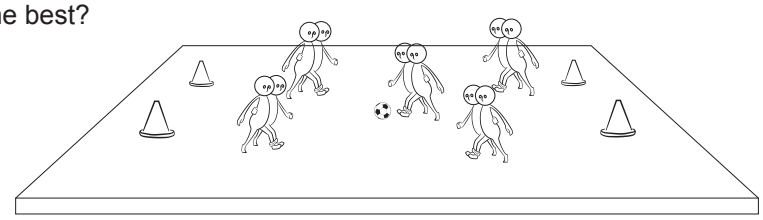
# Couple soccer

Main part
Time: ~ 10 min

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

## How to play

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



## Goal of the game

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

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

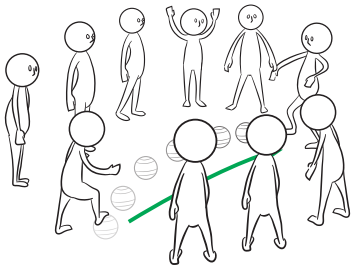
# The ball chain

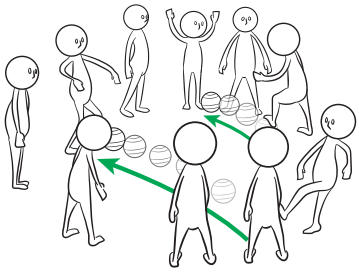
Cool down
Time: ~ 10 min

**What you need:** Balls.

## How to play

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





## Goal of the game

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

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

# Soccer: Team skills/attacking/defending

Physical education: Senior phase

## Equipment

- Balls
- Colour bands
- Cones

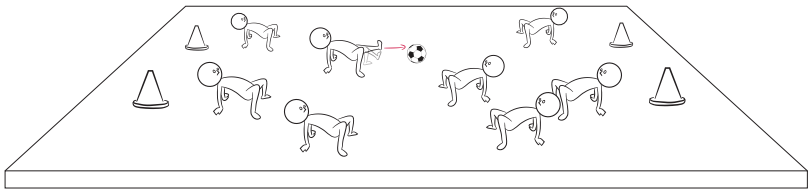
## Crab soccer

Introduction
Time: ~ 10 min

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

### How to play

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



### Goal of the game

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

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

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

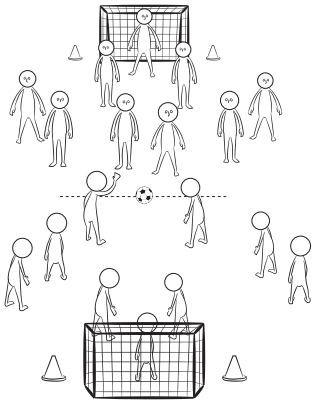
## Soccer

Main part
Time: ~ 10 min

**What you need:** Balls.

### How to play

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



### Goal of the game

- The learners learn to create opportunities to score.

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

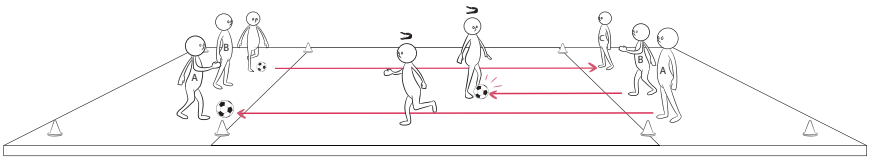
# The crocodile zone

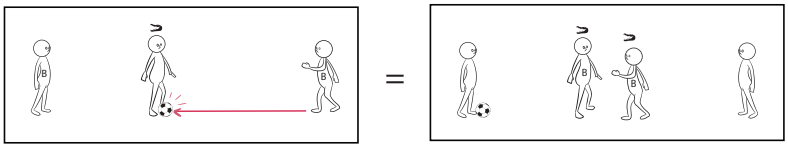
Main part
Time: ~ 10 min

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

## How to play

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





## Goal of the game

- Co-operation and accuracy.

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

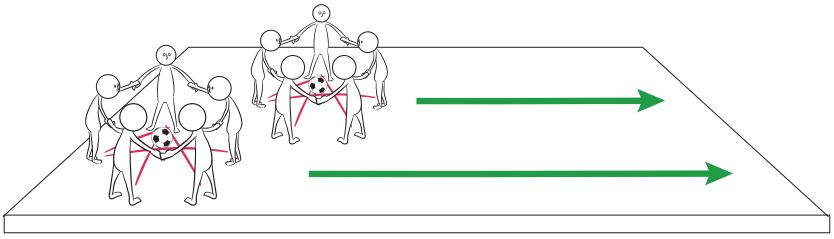
# Team relay

Cool down
Time: ~ 10 min

**What you need:** Balls

## How to play

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



## Goal of the game

- Work together as a team to win this relay.

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

# Assessment – Soccer: Understanding of the game/Teamskills

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

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

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

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

**Final evaluation table:**

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

# Assessment – Soccer: Understanding of the game/Teamskills

Class: _____ Grade: _____ Date: _____

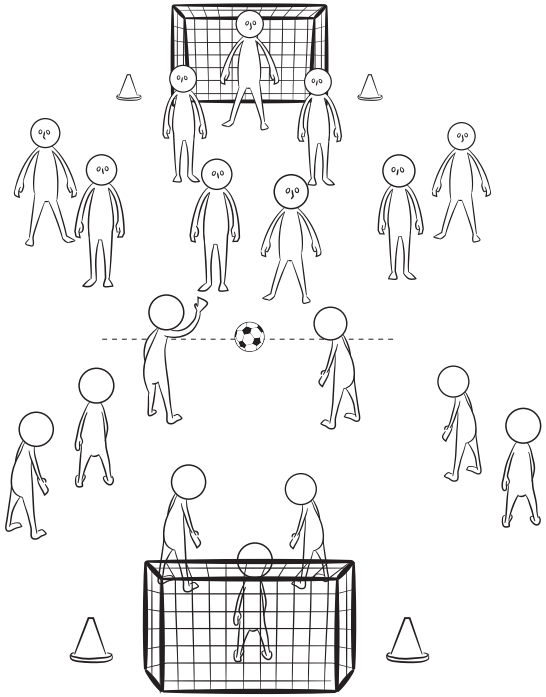
| TERM 1 | | Frequency of the participation in PE Lessons per term | | | | | | | | | | Movement performance | | | Total points per term (max 30) | Final mark |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Name | L1 | L2 | L3 | L4 | L5 | L6 | L7 | L8 | % | Points (max 20) | Team skills | Game under-standing | Points (max 10) | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |

# Assessment – Soccer: Understanding of the game/Teamskills

Class: _____ Grade: _____ Date: _____

**Movement Performance – Understanding of the game / Teamskills**

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



# Assessment – Soccer: Understanding of the game/Teamskills

Class: _____ Grade: _____ Date: _____

| Name | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| | C<br>P | | | | |
| | C<br>P | | | | |
| | C<br>P | | | | |
| | C<br>P | | | | |
| | C<br>P | | | | |
| | C<br>P | | | | |
| | C<br>P | | | | |
| | C<br>P | | | | |
| | C<br>P | | | | |
| | C<br>P | | | | |
| | C<br>P | | | | |
| | C<br>P | | | | |

# Netball: Scoring

Physical education: Senior phase

## Equipment

- Tennis balls
- 4-5 netballs

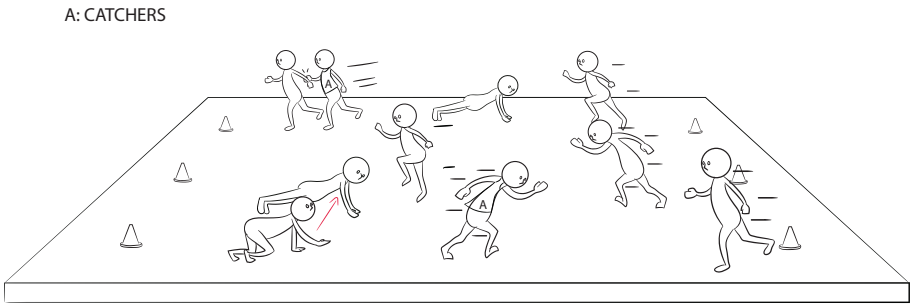
## The plank tag

Introduction
Time: ~ 10 min

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

### How to play

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




### Goal of the game

- Stimulate the cardiovascular system and improve muscle endurance.

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

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

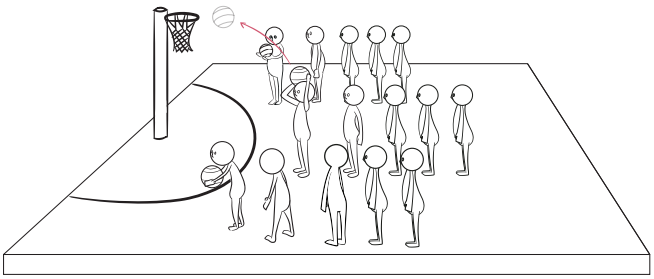
## Shooting drill

Main part
Time: ~ 10 min

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

### How to play

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



### Goal of the game

- Practise scoring goals.

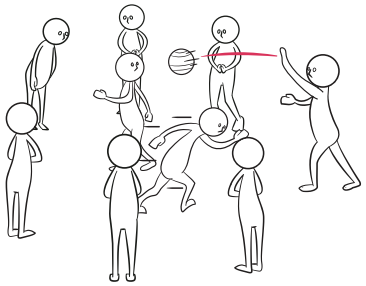
**What to watch for:** The learners should have a good "balance position" with equal weight on both feet, and hips facing the front. The learners should focus on a point above the hoop to give height to their shot.

# Circle dodge-ball

Main part
Time: ~ 10 min

**What you need:** Balls

## How to play



Divide the class into 5 groups. One team stands in the centre of a circle formed by the rest of the players. It is advisable to have more than one circle if a large group is involved. The learners on the outside try to hit the others in the centre by throwing a ball at them. When a learner has been hit, he/she joins the learners forming the circle. The last learner in the centre is the winner. Play the game multiple times.
Level 2: One team keeps staying in the centre for one minute. The other team try to hit the team in the centre with the balls, as many times as possible. After one minute, they count how many times everybody got hit. The team with the least number of strikes against them will be the winners.

## Goal of the game

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

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

# Stretching train

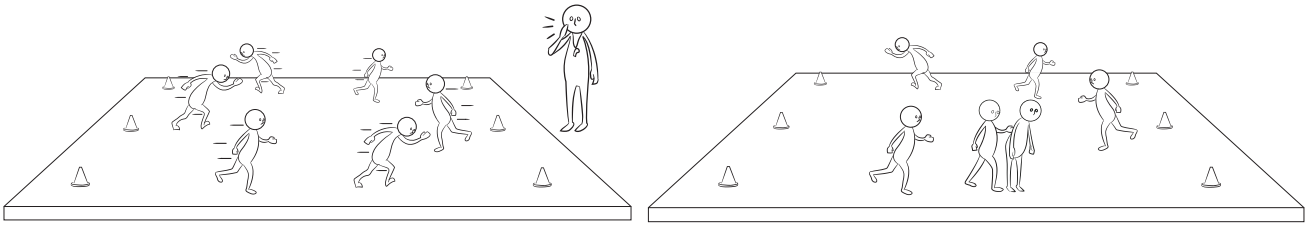
Cool down
Time: ~ 10 min

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

## How to play

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

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



## Goal of the game

- Learn how to stretch certain muscles properly.

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

# Netball: Scoring

Physical education: Senior phase

## Equipment

- Balls
- Colour bands

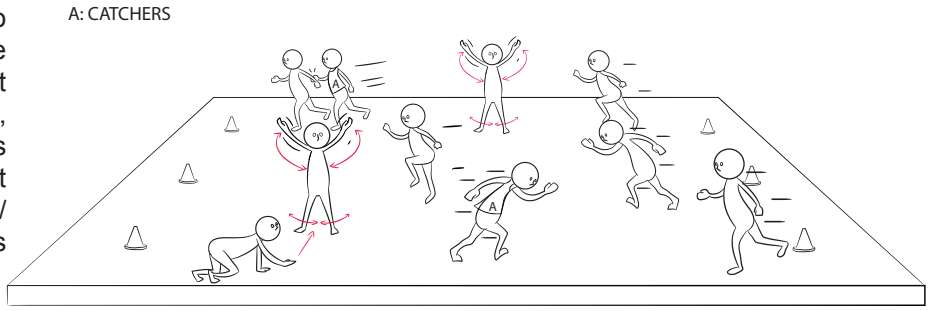
## Help jumping jack

Introduction
Time: ~ 10 min

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

### How to play

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




### Goal of the game

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

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

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

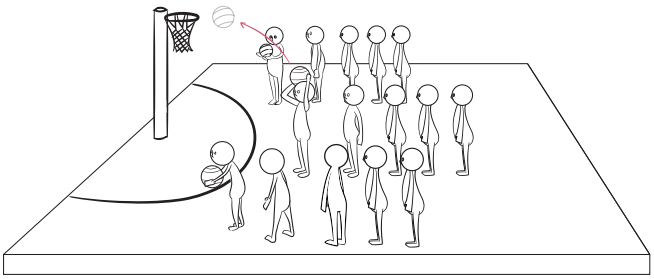
## Shooting drill

Main part
Time: ~ 10 min

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

### How to play

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



### Goal of the game

- Practise scoring goals.

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

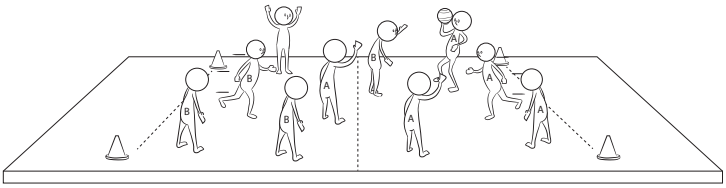
# Speed ball

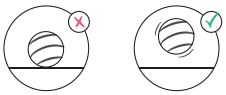
Main part
Time: ~ 10 min

**What you need:** Ball.

## How to play

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





## Goal of the game

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

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

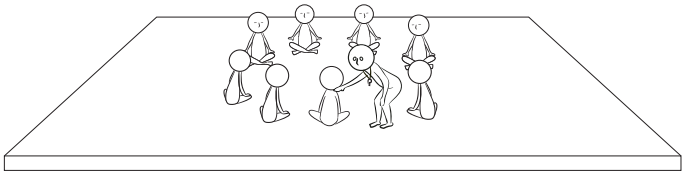
# Silent sandman

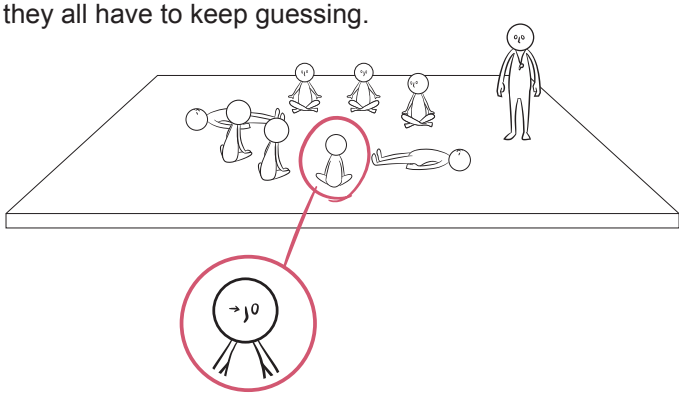
Cool down
Time: ~ 10 min

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

## How to play

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





## Goal of the game

- Learn to discuss and collaborate together.

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

# Netball: Scoring

Physical education: Senior phase

## Equipment

- Balls
- Colour bands
- Cones

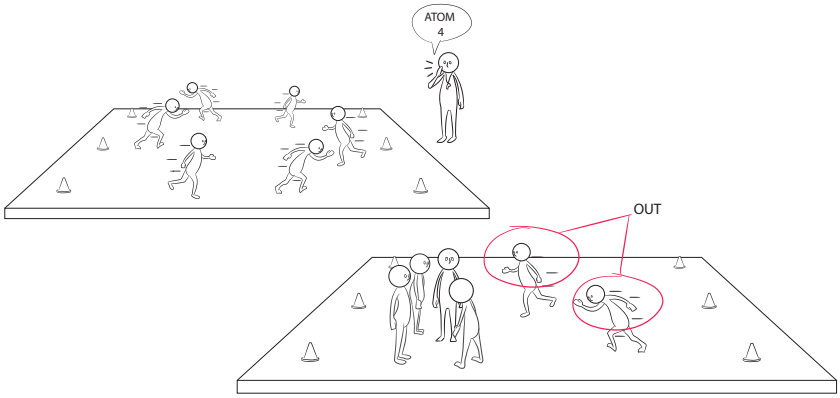
## The atom game

Introduction
Time: ~ 10 min

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

### How to play

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




### Goal of the game

- Stimulate the cardiovascular system and learn to collaborate.

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

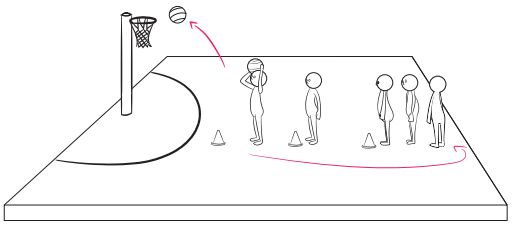
The two main part exercises can be done simultaneously so that every learner is occupied.

## Assessment - Scoring

Exam
Time: ~ 10 min

**What you need:** Balls.

### How to play



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

### Goal of the game

- Learn to throw a ball properly.

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

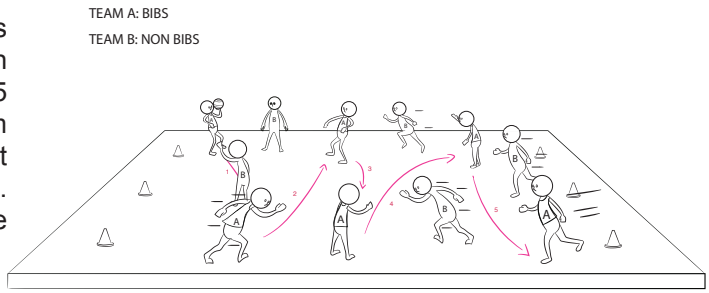
# Passing heroes

Main part
Time: ~ 10 min

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

## How to play

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




## Goal of the game

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

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

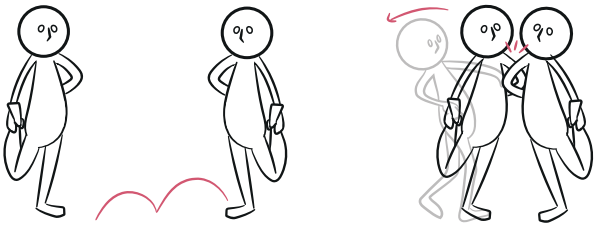
# Chicken fighting

Cool down
Time: ~ 10 min

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

## How to play

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



## Goal of the game

- Improve balance skills.

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

# Netball: Scoring

Physical education: Senior phase

## Equipment

- Balls
- Colour bands
- Cones

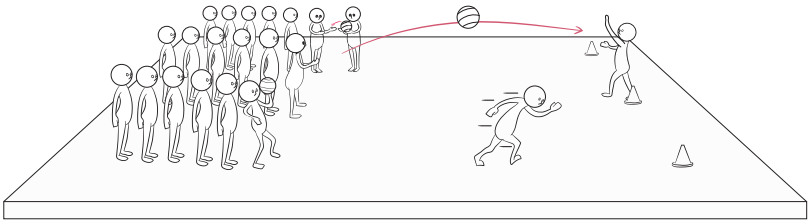
## Passing champ relay

Introduction
Time: ~ 10 min

**What you need:** Balls.

### How to play

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



### Goal of the game

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

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

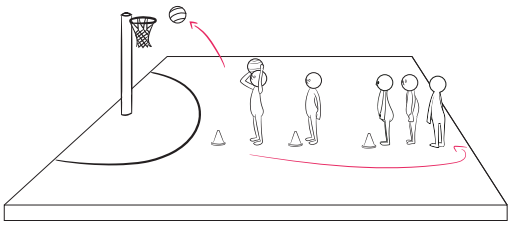
The two main part exercises can be done simultaneously so that every learner is occupied.

## Assessment - Netball scoring

Exam
Time: ~ 10 min

**What you need:** 2 netballs.

### How to play



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

### Goal of the game

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

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

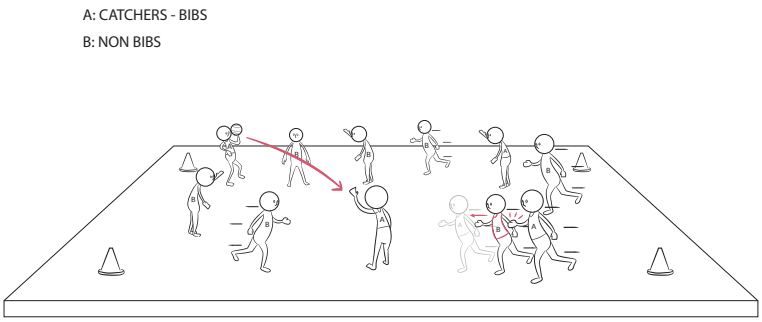
# Tag the enemy

Main part
Time: ~ 10 min

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

## How to play

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




## Goal of the game

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

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

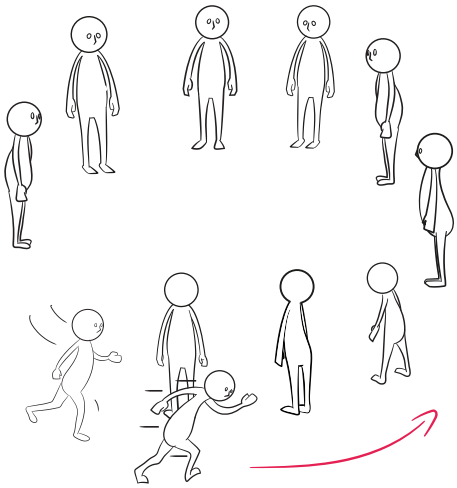
# Fight or flight

Cool down
Time: ~ 10 min

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

## How to play

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



## Goal of the game

- Improve their reaction skills.

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

# Assessment – Netball: Scoring

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

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

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

| Shots | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| **1. Try (points)** | | | | | |
| **2. Try (points)** | | | | | |

**Final evaluation table:**

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

# Assessment – Netball: Scoring

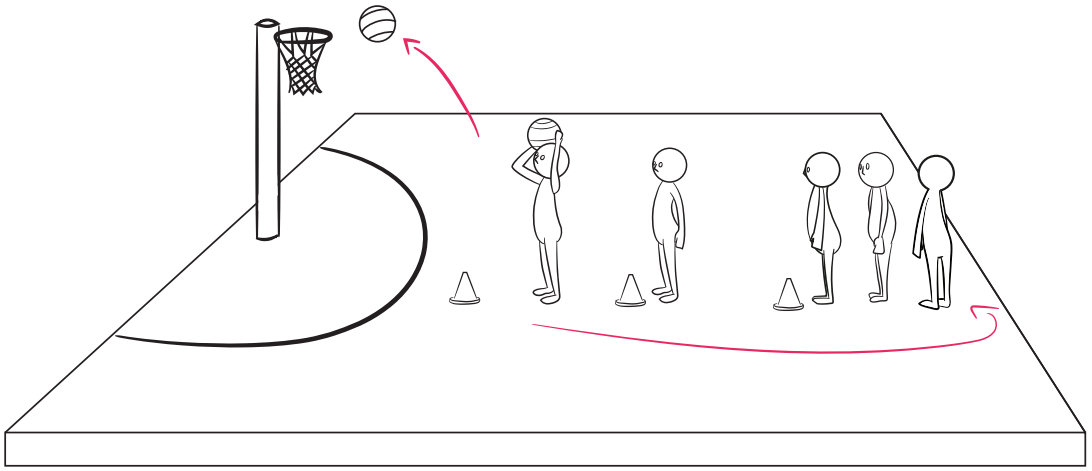
Class: _____ Grade: _____ Date: _____

| TERM 2 | | Frequency of the participation in PE Lessons per term | | | | | | | | | | Movement performance | | Total points per term (max 30) | Final mark |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Name | L1 | L2 | L3 | L4 | L5 | L6 | L7 | L8 | % | Points (max 20) | Scoring | Points (max 10) | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

# Assessment – Netball: Scoring

**Movement Performance – Scoring**

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



# Assessment – Netball: Scoring

Class: _____ Grade: _____ Date: _____

| Name | 1 | 2 | 3 | 4 | 5 | Total |
|---|---|---|---|---|---|---|
| | 1. | | | | | |
| | 2. | | | | | |
| | 1. | | | | | |
| | 2. | | | | | |
| | 1. | | | | | |
| | 2. | | | | | |
| | 1. | | | | | |
| | 2. | | | | | |
| | 1. | | | | | |
| | 2. | | | | | |
| | 1. | | | | | |
| | 2. | | | | | |
| | 1. | | | | | |
| | 2. | | | | | |
| | 1. | | | | | |
| | 2. | | | | | |
| | 1. | | | | | |
| | 2. | | | | | |
| | 1. | | | | | |
| | 2. | | | | | |
| | 1. | | | | | |
| | 2. | | | | | |

# Rhythmic movement: Musicality and movement repertoire

Physical education: Senior phase

## Accompaniment

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

## Run to the music

Introduction
Time: ~ 5 min

### How to play

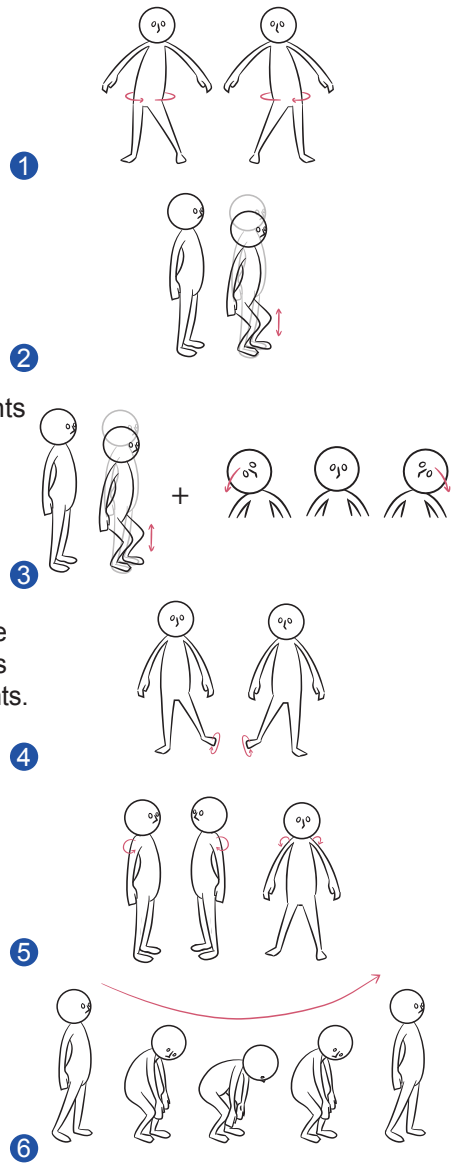
1. As teacher, prepare at least 5 songs in different styles and with different speeds (tempo) for the learners to play/sing.
2. Instruct learners: "Dance around the movement space."
3. "Change your movements according to the speed, rhythm and style of the song." (For example, a slow song will have slow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

## Mobilisation and isolations

Main part
Time: ~ 5 min

### How to move

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

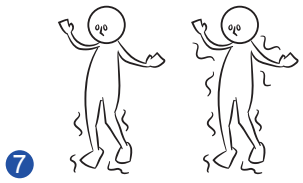


# Mobilisation and isolations

Continued

d. Slowly reverse and roll back up again.
   i. Bend your knees.
   ii. Keep your head tucked in.
   iii. Last thing to come up is your head.
   iv. Lengthen your spine to the ceiling, shoulders down.
e. Repeat the rolling down and up 8 times.

7. Stand up
   a. Shake out your feet, knees and legs.
   b. Shake your body and arms.



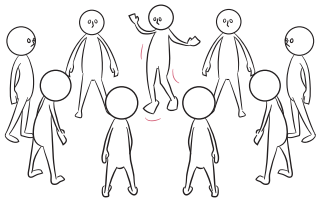

# Favourite moves circle

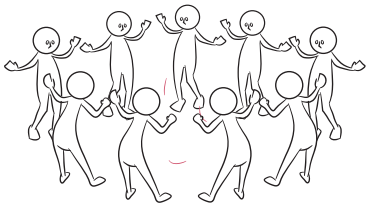
Main part
Time: ~ 5 min

**Accompaniment:** Play music/drums.

## How to play

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





## Creative group activity: Favourite moves partner combination 1

Main part
Time: ~ 5 min

## How to play

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

# Creative group activity: Follow-up

Main part
Time: ~ 10 min

## How to play

1. Instruct the same pairs from the above activity: "Join with another group. Now you have four people."
2. "Teach your 4 movement dance to the rest of your group."
3. "Give the other partners a turn to teach their four movements to you." Both pairs need to learn and practice the other partner combination.
4. "String your movements together to make a dance that contains at least 8 different movements."
5. Give learners 10 minutes to practice.

# Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.

# Rhythmic movement: Formations and shapes

Physical education: Senior phase

## Accompaniment

- Play any song of your choice.

## Intro ritual

Introduction
Time: ~ 5 min

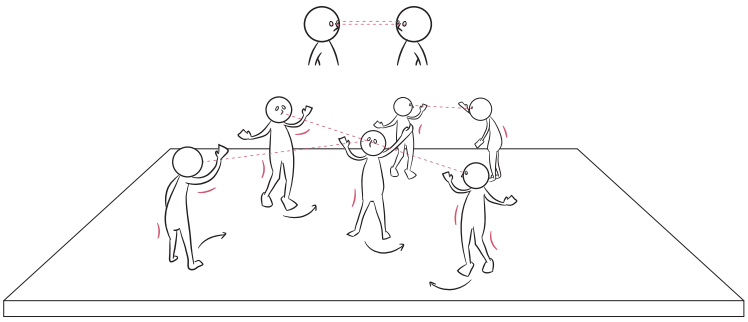
1. "Stand in two lines on opposite sides of the room."
2. "Greet a person on the other side of the room with a movement of your choice."

## Don't lose eye contact

Introduction
Time: ~ 5 min

### How to play

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



## Group shapes

Main part
Time: ~ 5 min

### How to play

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

## Formation game

Main part
Time: ~ 10 min

### How to play

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

## Formation game

min Continued

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

## Creative movement activity

Main part
Time: ~ 10 min

### How to play

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

## Outro

Cool down
Time: ~ 5 min

### How to stretch

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

# Rhythmic movement: Quality of movement and force

Physical education: Senior phase

## Accompaniment

- Play any song of your choice.

## Intro ritual

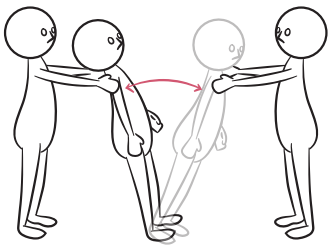
Introduction
Time: ~ 5 min

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

## Duo trust

Introduction
Time: ~ 5 min

### How to play

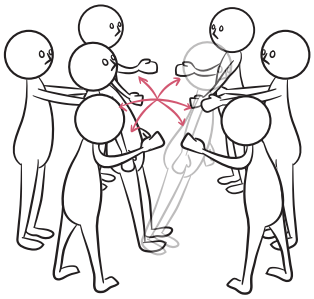


1. "Stand in groups of three."
2. "Choose a middle person."
3. "Two learners face each other, and the middle person stands in between them."
4. "The middle person tenses up his/her body like a plank, very stiff. Every muscle must be held tight and you stay on one spot."
5. "The other two learners must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

## Group trust

Introduction
Time: ~ 5 min

### How to play



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

## Elements of nature

Main part
Time: ~ 20 min

### How to play

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

# Elements of nature

min Continued

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

# Outro

Cool down
Time: ~ 5 min

## How to stretch

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

# Rhythmic movement: Isolations and movement repertoire

Physical education: Senior phase

## Accompaniment

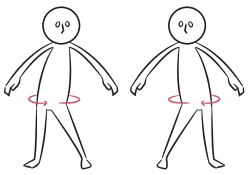
- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

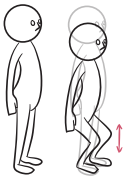
## Mobilisation and isolations

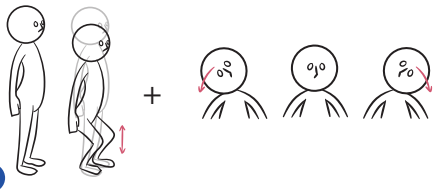
Introduction
Time: ~ 10 min

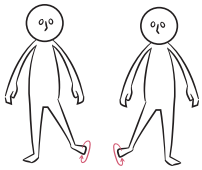
### How to move

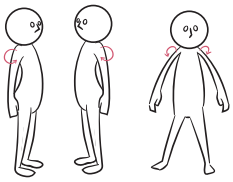
1. Hula hoops: Stand with your legs a bit wider apart and make hula hoop circles with your hips. Circle 5 times in one direction, then 5 times in the other direction.
2. Knee bounces
   a. Stand with your feet apart.
   b. Gently bend your knees slightly over your toes.
   c. Gently stretch your knees.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

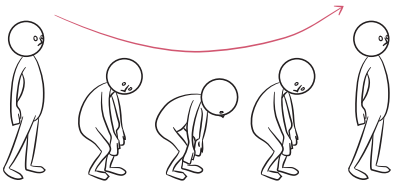

1

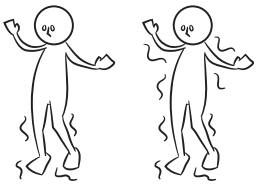

2


3


4


5


6


7

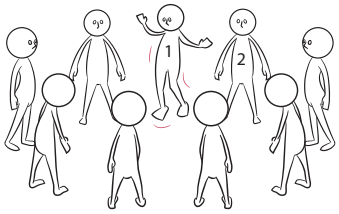
# Favourite moves dance sequence

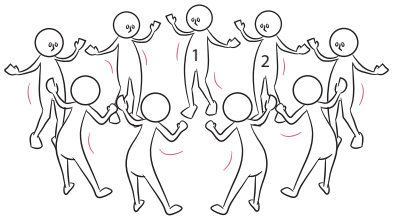
Main part
Time: ~ 5 min

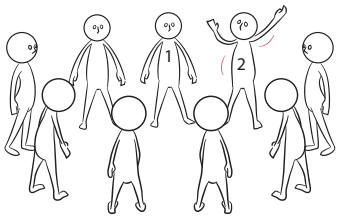
**Accompaniment:** Play music/drums.

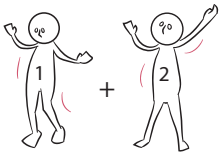
## How to play

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




# Creative group activity: Puzzle dance

Main part
Time: ~ 15 min

## How to play

1. Stay in your group of 5.
2. "Decide on 3 different shapes/formations that you can add to your 5 movements."
3. "Also add moments where you use high, medium and low level movements."
4. "Remember to add an ending position."
5. Give learners 10 minutes to practice.

# Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.

# Assessment – Rhythmic patterns/coordination

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

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

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

# Assessment – Rhythmic patterns/coordination

Class: _____ Grade: _____ Date: _____

| TERM 3 | | Frequency of the participation in PE Lessons per term | | | | | | | | | | Movement performance | | Total points per term (max 30) | Final mark |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Name | L1 | L2 | L3 | L4 | L5 | L6 | L7 | L8 | % | Points (max 20) | Rhythm and social skills | Points (max 10) | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

# Evaluation sheet – Rhythmic patterns/coordination

First and last name: _____

Date: _____ Class: _____

**Rating:**

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

**1 point:** Meets the expectations

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

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

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

**General comments:**

_____

_____

_____

_____

| Total Points | Achievement Description | Final mark |
|---|---|---|
| 0-8 | Not achieved | 1 |
| 9-12 | Elementary achievement | 2 |
| 13-15 | Moderate achievement | 3 |
| 16-18 | Adequate achievement | 4 |
| 19-21 | Substantial achievement | 5 |
| 22-24 | Meritorious achievement | 6 |
| 25-30 | Outstanding achievement | 7 |

# Acrobatics

Physical education: Senior phase

## Equipment

- 2-4 soft balls
- Mattresses or soft ground

## Simon says

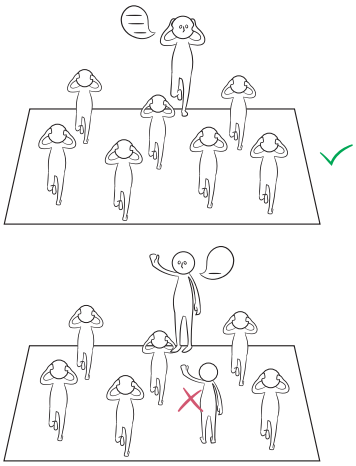
Introduction
Time: ~ 10 min

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

### How to play

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

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



### Goal of the game

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

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

## Explaining exam exercise

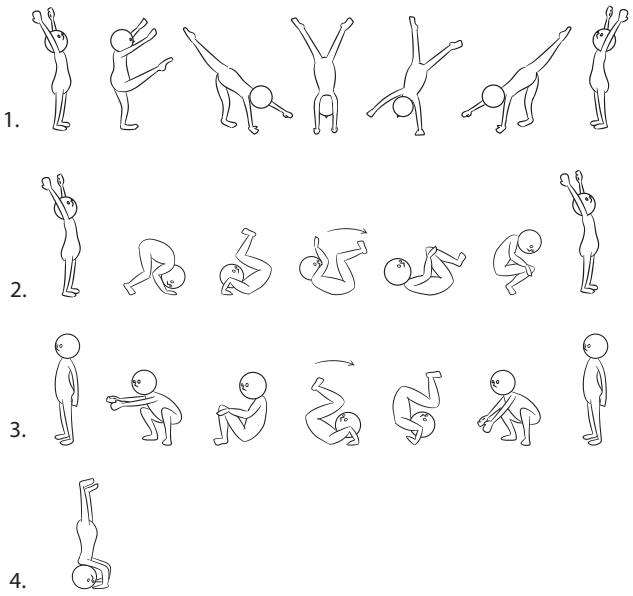
Main part
Time: ~ 4 min

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

### How to play

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

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



# Explaining exam exercise

Continued

**Criteria:**

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

## Goal of the game

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

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

# Handstand

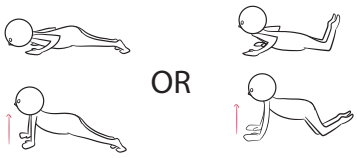
Main part
Time: ~ 8 min

**What you need:** Mattresses

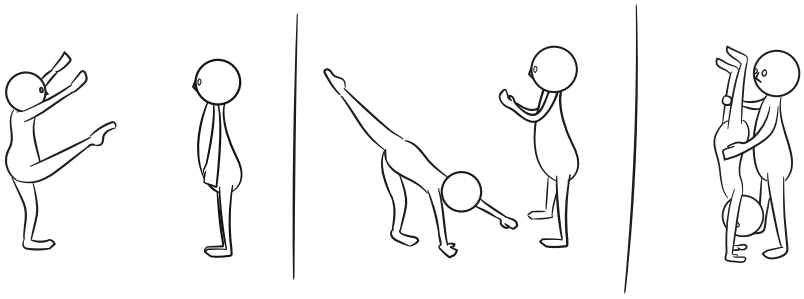
## How to play

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

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




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



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

# Roll forward

Main part
Time: ~ 8 min

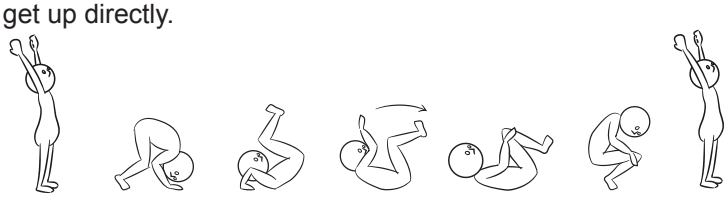
**What you need:** Mattress.

## How to play

Warm up: Stretch your neck:

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

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



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

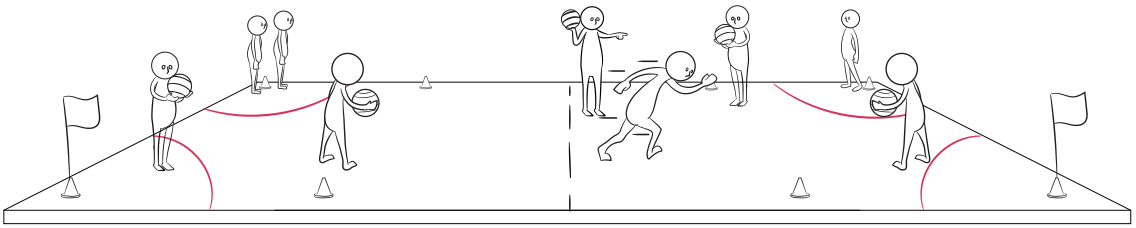
# Capture the flag

Cool down
Time: ~ 10 min

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

## How to play

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



## Goal of the game

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

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

# Acrobatics

Physical education: Senior phase

## Equipment

- Cones
- Mattresses
- Balls

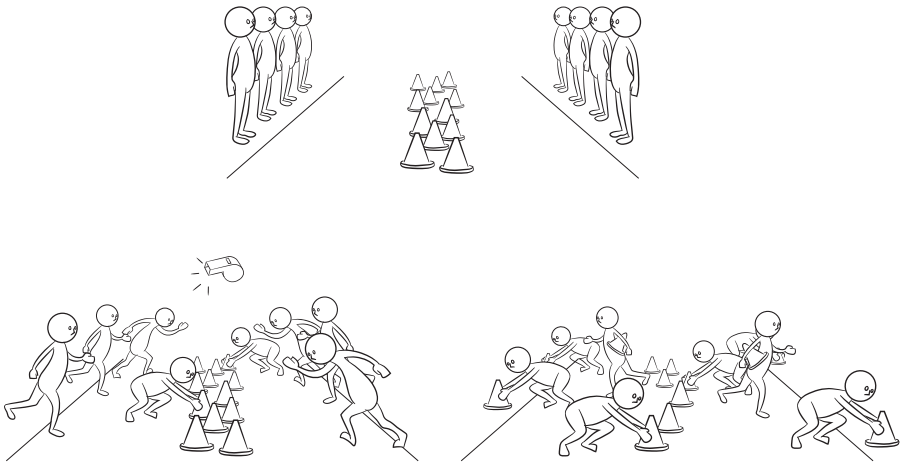
## Collect berries

Introduction
Time: ~ 10 min

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

### How to play

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



### Goal of the game

- Improve cardiovascular system.

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

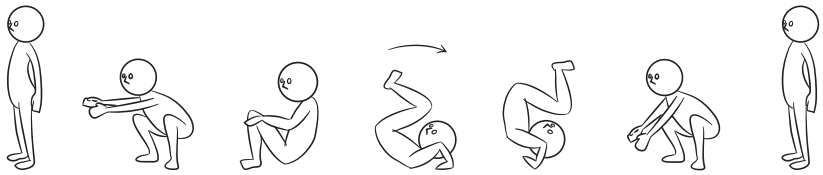
## Back roll

C
Time: ~ 5 min

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

### How to play

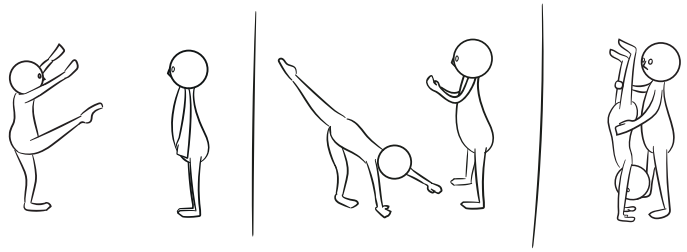
- First make sure all learners have done a good warm up for their neck, as they have learned in L1 and L2.
- Tell the learners to put their chin to their breast and make themselves as small as possible while rolling over the back. It is easier to use the arms for pushing themselves up.



# Handstand: Repetition

Continued

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



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

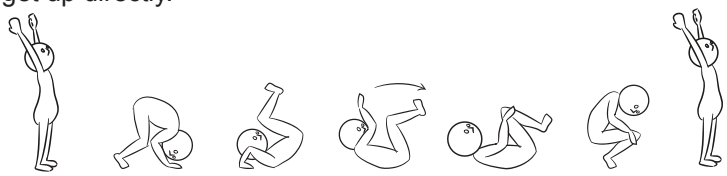
# Roll forward: Repetition

Main part
Time: ~ 5 min

**What you need:** Mattress.

## How to play

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



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

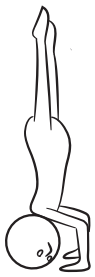
# Headstand

Main part
Time: ~ 5 min

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

## How to play

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



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

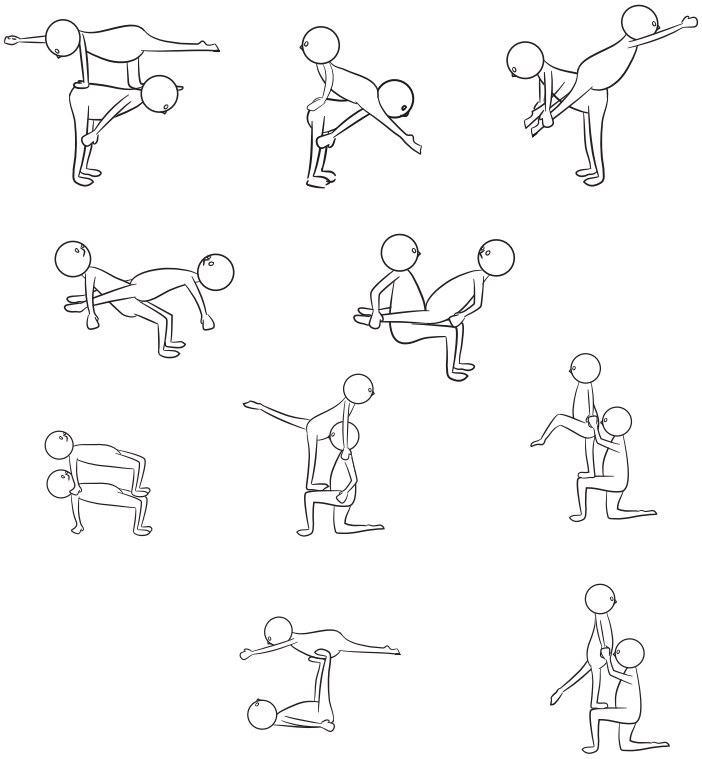
# Partner acrobatics level II

Main part
Time: ~ 5 min

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

## How to play

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



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

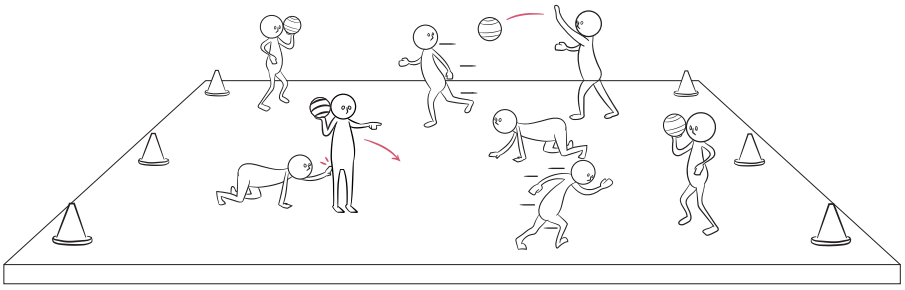
# Zombie ball

Cool down
Time: ~ 10 min

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

## How to play

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



## Goal of the game

- Reaction drills, avoid the ball.

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

# Acrobatics

Physical education: Senior phase

## Equipment

- Cones
- Music and a music box

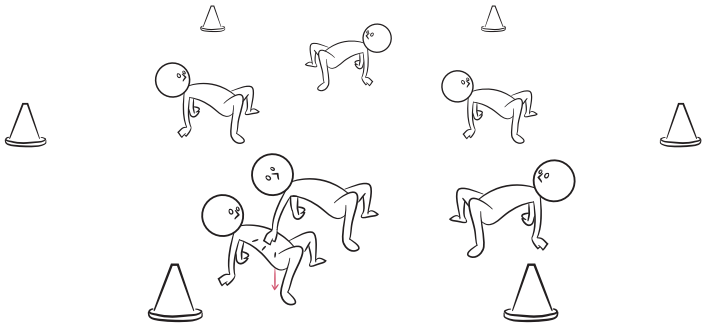
## Crab fight

Introduction
Time: ~ 10 min

**What you need:** Cones.

### How to play

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



### Goal of the game

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

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

## Repetitions

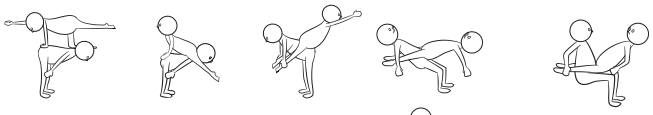
Main part
Time: ~ 5 min

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

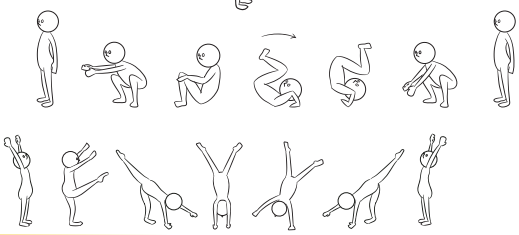
### How to play

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

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



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



### Goal of the game

- Preparation for the exam.

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

# Time to rehearse a show

Main part
Time: ~ 25 min

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

## How to play

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

## Goal of the game

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

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

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

# Acrobatics: Examination

Physical education: Senior phase

## Equipment

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

## The snake

Introduction
Time: ~ 5 min

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

### How to play

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

### Goal of the game

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

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

## Stretches

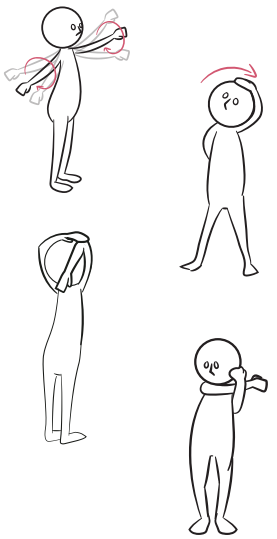
Introduction
Time: ~ 5 min

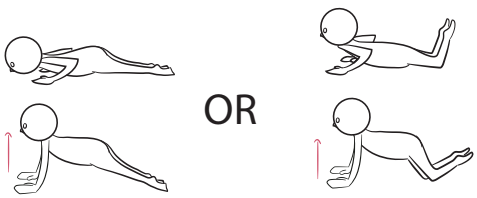
**What you need:** No equipment required.

### How to stretches

Warm- up of the arm and shoulder muscles.

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





# Examination

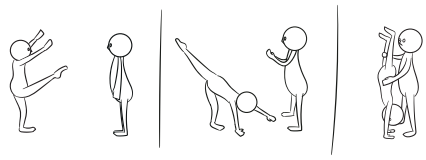
Exam
Time: ~ 20 min

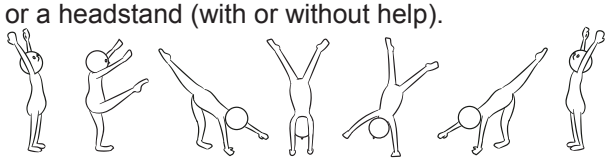
**What you need:** No equipment required.

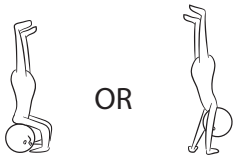
## How to conduct

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

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







**Criteria:**

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

## Goal of the exam

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

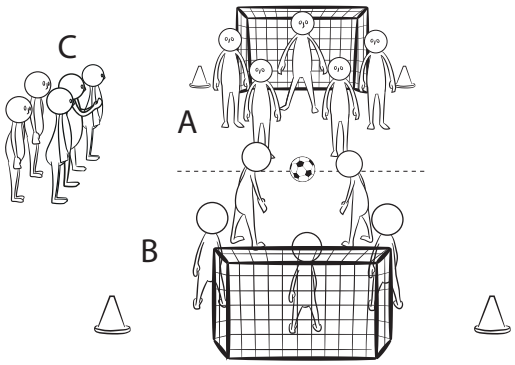
# Free soccer game

Main part
Time: ~ 10 min

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

## How to play

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




## Goal of the game

- Independent organization by the learners: autonomy and responsibility.

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

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

# Assessment – Partner acrobatics

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

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

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

# Assessment – Partner acrobatics

Class: _____ Grade: _____ Date: _____

| TERM 4 | | Frequency of the participation in PE Lessons per term | | | | | | | | | | Movement performance | | Total points per term (max 30) | Final mark |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Name | L1 | L2 | L3 | L4 | L5 | L6 | L7 | L8 | % | Points (max 20) | Acrobatic and social skills | Points (max 10) | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

# Assessment – Partner acrobatics

First and last name: _____

Date: _____ Class: _____

**Rating:**

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

**1 point:** Meets the expectations

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

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

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

**General comments:**

_____

_____

_____

_____

| Total Points | Achievement Description | Final mark |
|---|---|---|
| 0-8 | Not achieved | 1 |
| 9-12 | Elementary achievement | 2 |
| 13-15 | Moderate achievement | 3 |
| 16-18 | Adequate achievement | 4 |
| 19-21 | Substantial achievement | 5 |
| 22-24 | Meritorious achievement | 6 |
| 25-30 | Outstanding achievement | 7 |

# MOVING TO MUSIC

KaziKidz

*Teaching Material for Schoolchildren*

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

The duration of each lesson is 40 minutes and is split into three parts. In the introduction of each lesson you will find what accompaniment you require for the execution of the dancing lesson. You can choose between using a drummer (you can drum yourself, ask a community member or ask a different learner to drum for each lesson), choose or play your own songs, or download the specific music that accompanies this toolkit. You can also choose to do the activities without any accompaniment. There will always be different options to include music, rhythm or movement without music for each lesson. Each lesson starts with a warm-up and/or cardio activity. The warm-up aims at limbering up joints and muscles before interacting in jumping, spins and dancing movements. Furthermore, the goal is to increase the heart rate and fitness by playful games. The warm-up is followed by an introduction to the specific lesson focus. The main section contains exploring new movements or concepts, musical songs and creative individual and group activities. The action-song-lessons contain instructions to facilitate the basic steps in the form of a song. Creative-dance-lessons focus on each learner's own way of moving, as learners are encouraged to explore new ways of moving through specific prompts and creative collaborative work. Both types of lessons include activities that among other thingsteach expressive and explorative movement, interpretation of rhythm and music, improvisation and body awareness. Learners are able to explore the elements of movement such as space, direction, rhythms and sensory awareness. Each lesson closes with a cool-down section in order to calm the learners and prepare them for further school work.

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

# LESSON PLANS FOR Grade 4

Health & Hygiene and Nutrition

Physical Education

Moving to Music

KaziKidz

Teaching Material for Schoolchildren

# Lesson tracker

## Moving to Music - Grade 4

| This overview table should facilitate the tracking of the lessons and assessments | | | | |
|---|---|---|---|---|
| **Component** | **Term** | **Week** | **Lesson Content** | **Date** |
| Moving to music | Term 1 | 1 | Lesson 1: Movements of animals | |
| | | 2 | Lesson 2: Isolations and movement repertoire | |
| | | 3 | Lesson 3: Shapes | |
| | | 4 | Lesson 4: Movement rhythms | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | 7 | Lesson of your choice | |
| | | 8 | Lesson of your choice | |
| | Term 2 | 1 | Lesson 5: Body and facial expression | |
| | | 2 | Lesson 6: Movement rhythms | |
| | | 3 | Lesson 7: Quality of movement | |
| | | 4 | Lesson 8: New movements | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | 7 | Lesson of your choice | |
| | | Assessment: Moving to music | | |
| | Term 3 | 1 | Lesson 9: Rhythm and body percussion | |
| | | 2 | Lesson 10: Pace and movement repertoire | |
| | | 3 | Lesson 11: New movements | |
| | | 4 | Lesson 12: Travelling movements and self-space movements | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | 7 | Lesson of your choice | |
| | | 8 | Lesson of your choice | |
| | Term 4 | 1 | Lesson 13: Formations | |
| | | 2 | Lesson 14: Movement repertoire and body percussion | |
| | | 3 | Lesson 15: Shapes and levels | |
| | | 4 | Lesson 16: Movements and force | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | 7 | Lesson of your choice | |
| | | Assessment: Moving to music | | |

*Lesson of your choice: Repeating, combining or mixing the *KaziKidz* lessons or/and implementing your own ideas and activities

# Movements of animals

Moving to music: Intermediate phase

## Accompaniment

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

## Name game

Introduction
Time: ~ 5 min

### How to play

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

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

## Musical statues and animals

Main part
Time: ~ 10 min

### How to play

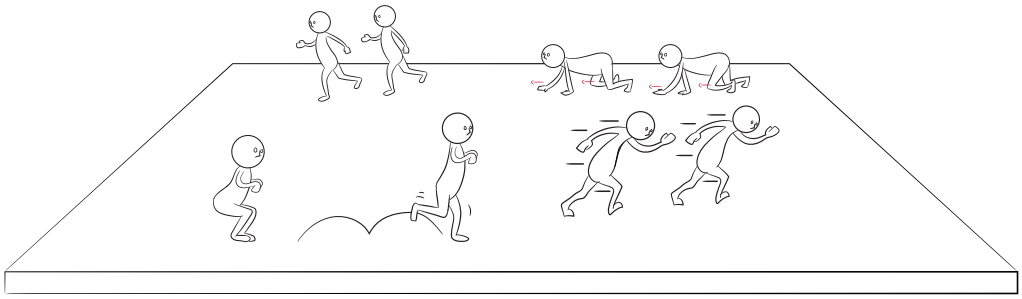
1. Play music. Instruct learners: “Move freely to the music.” (Encourage learners to use the entire area they have to move).
   Stop the music after 30 seconds; learners must freeze. “Freeze like a statue – do not move!”
2. Play music: Instruct the learners: “Hop around like a rabbit”.
   Stop music: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

# Follow the animal

Main part
Time: ~ 5 min

## How to play

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



# Creative group activity

Main part
Time: ~ 10 min

## How to play

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

# Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.

# Isolations and movement repertoire

Moving to music: Intermediate phase

## Accompaniment

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

## Stop and sit

Introduction
Time: ~ 5 min

**Accompaniment:** Play music/drums.

### How to play

1. Play music/drums: "Move freely to the music." (Move across entire movement area).
2. Stop the music: "Sit down on the floor as fast as you can."
3. The slowest learners need to do 5 star jumps.
4. Repeat the above 10 times.

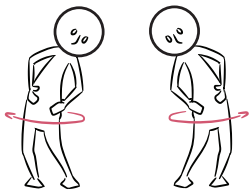
## Mobilisation and isolations

Introduction
Time: ~ 5 min

### How to move

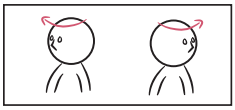
1. Hula hoops: Stand with your legs a bit wider apart and make hula hoop circles with your hips. Circle 5 times in one direction, then 5 times in the other direction.
2. Neck movements:
   a. Look straight ahead. Drop your right ear to your right shoulder. Repeat the same head movement to the left side.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

1

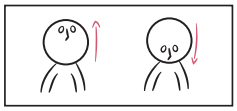


2a

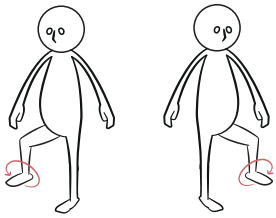
b



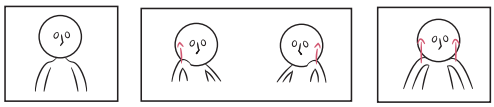
c



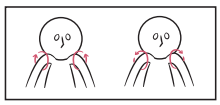
3



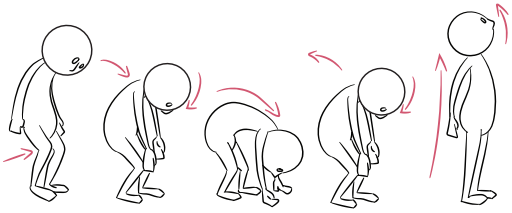
4a



b



5

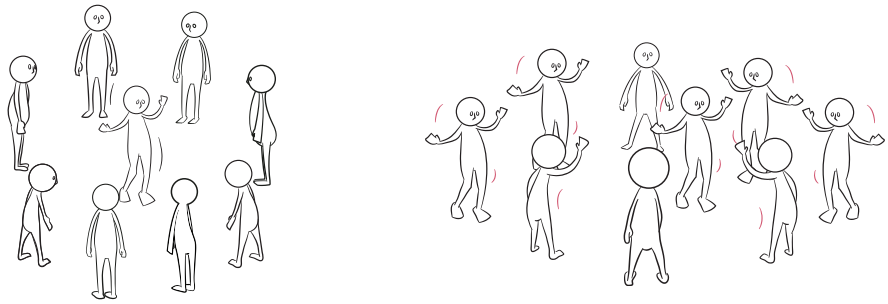


# Dance circle

Main part
Time: ~ 5 min

## How to play

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



# Creative group activity

Main part
Time: ~ 15 min

## How to conduct

1. Divide your class into groups of 5.
2. Instruct each group to design a dance. “Today, each learner must get a chance to suggest one movement.” For example, learner A will show a dance movement to the group. The group copies it until they feel comfortable. Learner B will then show the next movement, etc.
3. In total, the dance will have 5 movements. One from each learner.
4. Give the learners 10 minutes to work on their own dance sequence.

# Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.

# Shapes

Moving to music: Intermediate phase

## Accompaniment

- Use drums or play the Freeze song from the CD.
- Drum any beat and rhythm you like.

## Intro ritual

Introduction
Time: ~ 5 min

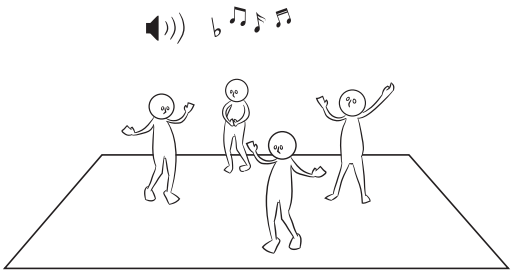
1. "Stand in a circle."
2. "Greet the person standing next to you with a movement of your choice."

## Atom game

Introduction
Time: ~ 5 min

**Accompaniment:** Play the drum in any rhythm and at any pace.

### How to play



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

## Freeze song

Main part
Time: ~ 10 min

### How to move

1. "We are going to practise different levels of 'Freeze'."
   High Freeze:
   - "Both hands up in the air. Stay there for 4 counts. Relax."
   - "Stand with your feet open and pretend that you are holding a hat on your head with both arms. Stay there for 4 counts. Relax."
   - "On your toes, one arm reaches up to the stars. Stay there for 4 counts. Relax.

   Medium Freeze:
   - "Feet open wide, bend your knees and hold it for 4 counts. Relax."
   - "Cross your arms in front of your chest. Lean over to the side. 4 counts in that position without moving. Relax."
   - "Feet open, bend your knees, putting your elbows on your knees and do not move for 4 counts."

   Low Freeze:
   - "Touch the ground with only one hand. Keep your balance without changing the position."
   - "Kneel down on one knee and touch the ground with your hands. Stay like this for 4 counts."

High

Middle

Low

# Freeze song

Continued

Follow the instructions of the Freeze song. You can either play the Freeze song from the CD or use drums and sing the lyrics below:

Chorus:
Let us sing the freezing song
1-2-3-4 Play along
Lets us see if you can freeze
Stop and stay, no moving please!

Verse 1:
Move your feet and swing your arms
Dance around and have some fun
Move your feet and swing your arms
FREEZE!

*Chorus*

Verse 2:
Let us throw a basketball
Lift your arms, don't let it fall
Let us throw a basketball
FREEZE!

*Chorus*

Verse 3:
Let's duck down beneath the tree
Just as low as we can be
Let's duck down beneath the tree
FREEZE!

*Chorus*

Verse 4:
Tie the laces on your shoes
Bend down, tie them, one and two
Tie the laces on your shoes
FREEZE!

*Chorus*
(Repeat)

# Creative movement activity

Main part
Time: ~ 10 min

## How to conduct

1. "Stand in groups of 4."
2. "In your group, find 2 high freezes, 2 medium freezes and 2 low freezes."
3. Give the learners 3 minutes to choose their own freezes.
4. After 3 minutes: "Decide on a dance movement that you can use in between your freezes. For example do a turn, a jump, shoot your fingers out, kick your foot or wiggle."
5. "Practise your freeze dance."
6. Provide learners with 5 minutes to practise.
7. "It is show time. Sit where you are, in your group."
8. Instruct each group to show its dance to the rest of the class."

# Freestyle circle

Cool down
Time: ~ 5 min

## How to play

Choose a drummer. Let the drummer drum at any pace and rhythm. Say to the drummer "Stop and start as often as you like."

1. "Stand in two circles."
2. "Dance in the middle of the circle one by one. Each one dancing for approximately 30 seconds, then letting the next one into the circle. When the music stops, everyone freeze at different levels."
3. Allow learners to dance and freeze for approximately 3 minutes.

# Outro

Cool down
Time: ~ 5 min

## How to stretch

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

1. "Sit on the floor and close your eyes."
2. "Imagine:
    - You are standing in front a floating boat that floats to the clouds.
    - You get on the boat. The boat leaves moving towards the clouds.
    - You can feel the light breeze touching your face.
    - You see where you are going. Up. The clouds get closer and closer.
    - You feel light and safe.
    - When you get to the clouds you jump on a cloud.
    - The cloud you jumped on gets heavy and slowly sinks back to the earth."
3. "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts. Open your eyes again."

# Movement rhythms

Moving to music: Intermediate phase

## Accompaniment

- Use drums or play the Twist song from the CD.
- Drum at any pace and rhythm you like.

## Intro ritual

Introduction
Time: ~ 5 min

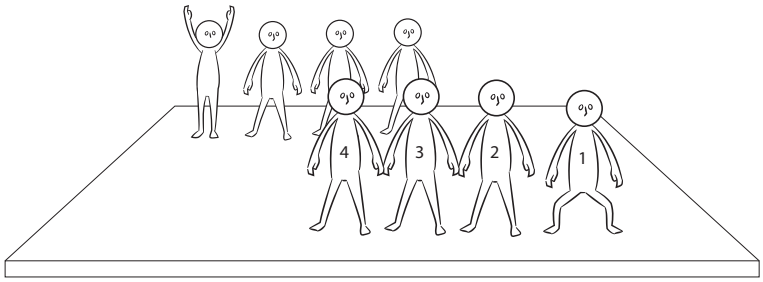
1. "Stand in a circle."
2. "Greet the person standing next to you with a movement of your choice."

## Follow the leader

Introduction
Time: ~ 5 min

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

### How to play



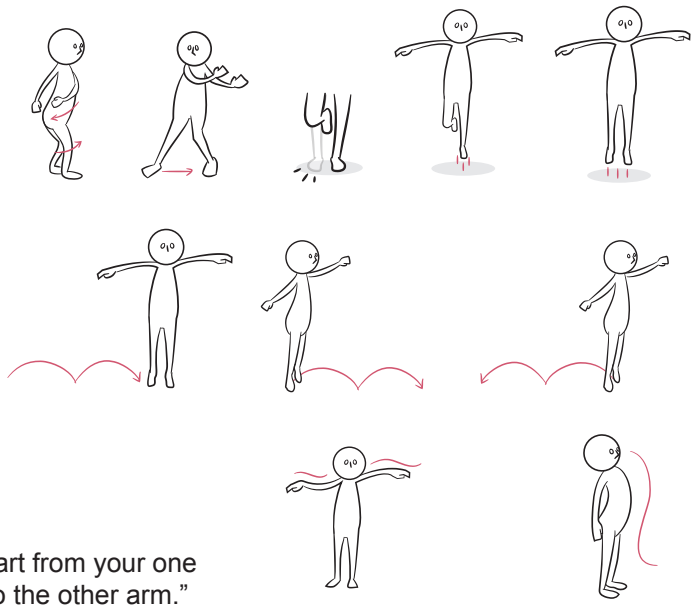

Accompaniment: drum and change the speed of the beat, often.

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

## Twist song

Main part
Time: ~ 10 min

### How to perform



1. "Stay where you are."
2. "See if you can do the following movements:"
   - "Can you do the twist? Turn both your feet and knees to the same side."
   - "How about slide and clap? Take a big step to the side, then pretend that your other foot is numb and pull it in towards the healthy foot."
   - "Show me how you stamp your feet,123, 123, 123, 123."
   - "Hop on one leg."
   - "Hop on both."
   - "Hop sideways."
   - "Hop forwards."
   - "Hop backwards."
   - "Can you show me a wave with your arms? Start from your one arm and let the wave flow through your body to the other arm."
   - "Can you show me a wave with your body? Start from your head and let the wave flow through your body to your feet."

# Twist song

Continued

Follow the instructions of the Twist song. You can either play the Twist song from the CD or use drums and sing the lyrics below:

Chorus:
Let us sing the freezing song
1-2-3-4 Play along
Lets us see if you can freeze
Stop and stay, no moving please!

Verse 1:
Move your feet and swing your arms
Dance around and have some fun
Move your feet and swing your arms
FREEZE!

*Chorus*

Verse 2:
Let us throw a basketball
Lift your arms, don't let it fall
Let us throw a basketball
FREEZE!

*Chorus*

Verse 3:
Let's duck down beneath the tree
Just as low as we can be
Let's duck down beneath the tree
FREEZE!

*Chorus*

Verse 4:
Tie the laces on your shoes
Bend down, tie them, one and two
Tie the laces on your shoes
FREEZE!

*Chorus*
(Repeat)

# Words have rhythm

Main part
Time: ~ 15 min

## How to play

1. Place learners in groups of 3.
2. "What happens when we say the same word in a different rhythm? i.e. staaaaaaaaamp or stampstamp or stampstampstamp, stampstampstamp or sta-mp, sta-mp."
3. "Find a movement that goes with the rhythm."
4. "Staaaaaaaaamp or stampstamp or stampstampstamp, stampstampstamp or sta-mp, sta-mp."
5. "In your group, choose one word: twist, slide, clap, stamp, hop or wave."
6. "Find three different rhythms and ways of saying that word."
7. "Find three different ways of showing us that word."
8. After 2 minutes, "Can you add these three movements together to make a dance?".
9. After 1 minute: "Can you say the words in different rhythms as you dance?"
10. "It is show time. Sit down where you are."
11. Instruct each group to show you its dance.

# Outro

Cool down
Time: ~ 5 min

## How to stretch

1. You can play a soft, relaxing song in the background or hum a slow melody.
2. "Close your eyes."
3. "Imagine you standing in front of a white wall.
   - You are given the task of painting of your favourite place.
   - Think of your favourite place and what it looks like. It can even be a person.
   - How would you like to paint it?
   - What must be in your picture?
   - Imagine the colours you would want to use.
   - Start painting the background first.
   - Add one thing at a time until the whole place is visible on the big wall. Open your eyes again."
4. "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts." Repeat this three times.

# Body and facial expression

Moving to music: Intermediate phase

## Accompaniment

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

## Stop and formation

Introduction
Time: ~ 5 min

### How to play

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

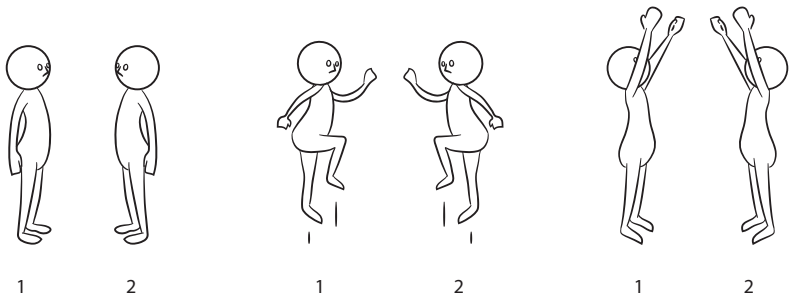
## Mirror mirror

Main part
Time: ~ 10 min

### How to play

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

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

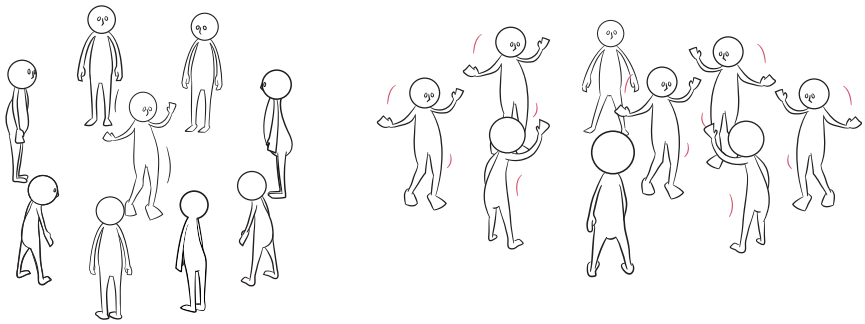


# Dance circle

Main part
Time: ~ 5 min

## How to play

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



# Creative group activity: Move to mood

Main part
Time: ~ 10 min

## How to play

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

# Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.

# Movement rhythms

Moving to music: Intermediate phase

## Accompaniment

- Use drums or play the Twist song from the CD.
- Drum at any pace and rhythm you like.

## Intro ritual

Introduction
Time: ~ 5 min

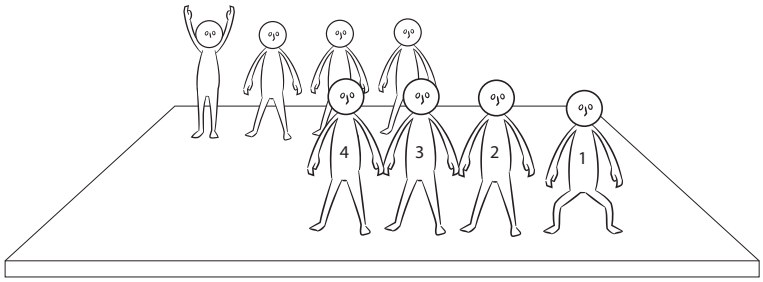
1. "Stand in a circle."
2. "Greet the person standing next to you with a movement of your choice."

## Follow the leader

Introduction
Time: ~ 5 min

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

### How to play



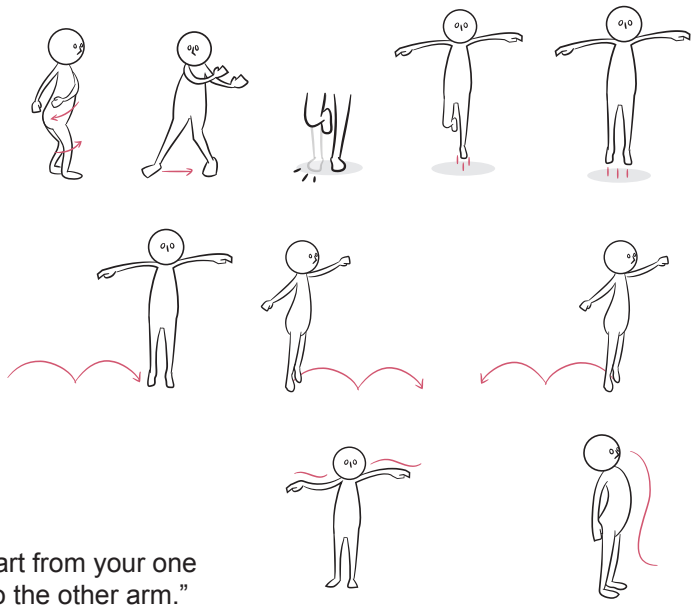

Accompaniment: drum and change the speed of the beat, often.

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

## Twist song

Main part
Time: ~ 10 min

### How to perform



1. "Stay where you are."
2. "See if you can do the following movements:"
   - "Can you do the twist? Turn both your feet and knees to the same side."
   - "How about slide and clap? Take a big step to the side, then pretend that your other foot is numb and pull it in towards the healthy foot."
   - "Show me how you stamp your feet,123, 123, 123, 123."
   - "Hop on one leg."
   - "Hop on both."
   - "Hop sideways."
   - "Hop forwards."
   - "Hop backwards."
   - "Can you show me a wave with your arms? Start from your one arm and let the wave flow through your body to the other arm."
   - "Can you show me a wave with your body? Start from your head and let the wave flow through your body to your feet."

# Twist song

Continued

Follow the instructions of the Twist song. You can either play the Twist song from the CD or use drums and sing the lyrics below:

Chorus:
Let us sing the freezing song
1-2-3-4 Play along
Lets us see if you can freeze
Stop and stay, no moving please!

Verse 1:
Move your feet and swing your arms
Dance around and have some fun
Move your feet and swing your arms
FREEZE!

*Chorus*

Verse 2:
Let us throw a basketball
Lift your arms, don't let it fall
Let us throw a basketball
FREEZE!

*Chorus*

Verse 3:
Let's duck down beneath the tree
Just as low as we can be
Let's duck down beneath the tree
FREEZE!

*Chorus*

Verse 4:
Tie the laces on your shoes
Bend down, tie them, one and two
Tie the laces on your shoes
FREEZE!

*Chorus*
(Repeat)

# Words have rhythm

Main part
Time: ~ 15 min

## How to play

1. Place learners in groups of 3.
2. "What happens when we say the same word in a different rhythm? i.e. staaaaaaaaamp or stampstamp or stampstampstamp, stampstampstamp or sta-mp, sta-mp."
3. "Find a movement that goes with the rhythm."
4. "Staaaaaaaaamp or stampstamp or stampstampstamp, stampstampstamp or sta-mp, sta-mp."
5. "In your group, choose one word: twist, slide, clap, stamp, hop or wave."
6. "Find three different rhythms and ways of saying that word."
7. "Find three different ways of showing us that word."
8. After 2 minutes, "Can you add these three movements together to make a dance?".
9. After 1 minute: "Can you say the words in different rhythms as you dance?"
10. "It is show time. Sit down where you are."
11. Instruct each group to show you its dance.

# Outro

Cool down
Time: ~ 5 min

## How to stretch

1. You can play a soft, relaxing song in the background or hum a slow melody.
2. "Close your eyes."
3. "Imagine you standing in front of a white wall.
   - You are given the task of painting of your favourite place.
   - Think of your favourite place and what it looks like. It can even be a person.
   - How would you like to paint it?
   - What must be in your picture?
   - Imagine the colours you would want to use.
   - Start painting the background first.
   - Add one thing at a time until the whole place is visible on the big wall. Open your eyes again."
4. "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts." Repeat this three times.

# Quality of movement

Moving to music: Intermediate phase

## Accompaniment

- Use drums or play the Tiptoe song from the CD.
- Drum at any speed and rhythm you like.

## Intro ritual

Introduction
Time: ~ 5 min

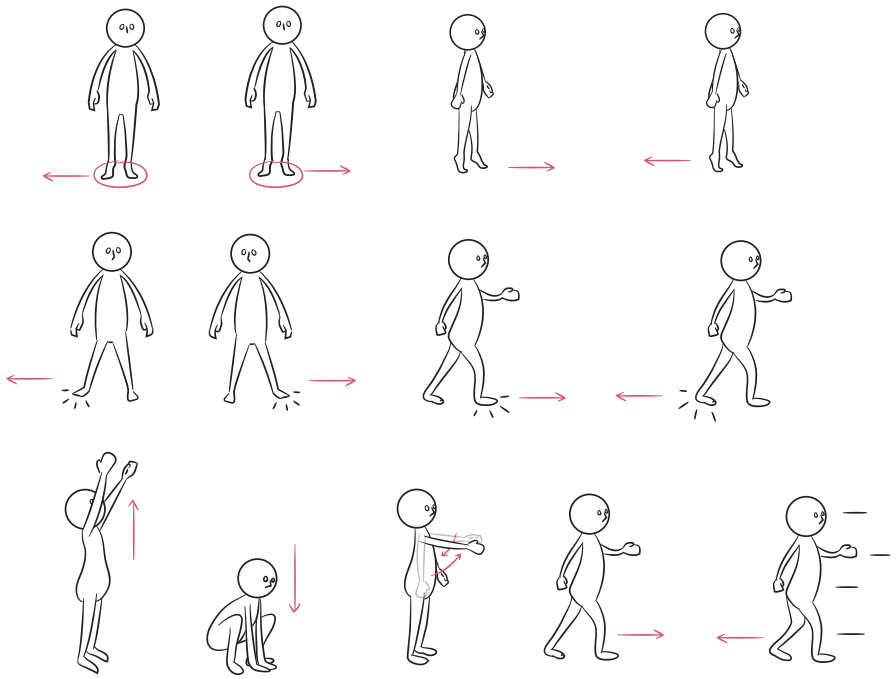
1. "Stand in a circle."
2. "Greet the person standing next to you with a movement of your choice."

## Quality of movement

Introduction
Time: ~ 5 min

### How to play

1. "Stay in the circle."
2. "Move around in the circle as you:
   - "Tiptoe to the right." (x8)
   - "Tiptoe to the left." (x8)
   - "Tiptoe slowly into the circle." (x8)
   - "Tiptoe slowly out of the circle." (x8)
   - "Stamp stamp, stamp to the right of your circle."
   - "Stamp stamp, stamp to the left of your circle."
   - "Stamp into the circle."
   - "Stamp out of the circle."
   - "Stretch slowly."
   - "Shrink slowly."
   - "Shoot out your arms! Right, left, right."
   - "Tiptoe backwards in your circle."
   - "Strong stamps sideways as you move to the left in your circle."
   - "Step slowly and gently forward into the circle."
   - "Run fast backwards out of the circle."



# Quality of movement

Continued

Follow the instructions of the Tiptoe song. You can either play the Tiptoe song from the CD or use drums and sing the lyrics below:

Chorus:
Let us play a gentle song
Everybody play along
Let us take a de-e-e-e-e-e-p breath now
Slow and easy, let us stre-e-e-e-tch

Verse1:
Stretch out slowly 1-2-3
Like the branches of a tree
Stretch as far as you can go
Far and wide, high and low

*Chorus*

Verse 2:
Be a river, wide and deep
Slowly, slowly flowing free
Through the lands and through the trees
Gently flowing to the sea

*Chorus*

Verse 3:
Wake up, wake up, do some yawning
Stretch your body, it is morning!
Breathe in deeply, then breathe out
Time to move and time to shout!

*Chorus*

Verse 4:
Shrink into a little ball
Just as tight as you can go
Slowly, slowly, getting small
Like a little animal

*Chorus*

Verse 5:
Now let's open up again
Reach up, become tall again
Higher, higher, to the sky
Open up and let us fly!

*Chorus*

Verse 6:
Now move like a giant cloud
Floating upwards on the wind
Big steps, wide steps, all around
Quietly, without a sound

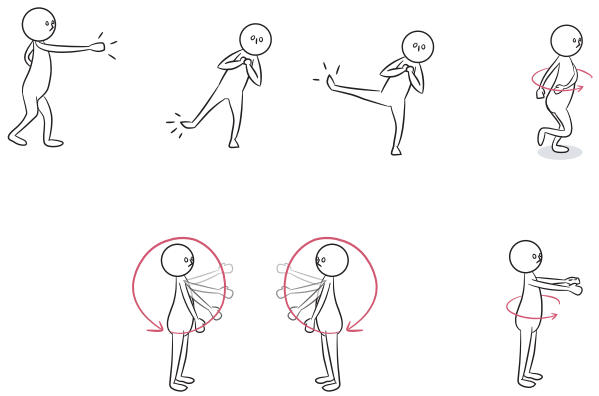
*Chorus*

# Strong and fast movements

Main part
Time: ~ 10 min

## How to play

1. "Stand in 4 lines and face the teacher."
2. "Let us do some strong fast movements."
   - "Punch, punch, punch, punch."
   - "Kick your feet to the front, one at a time."
   - "Kick your feet low."
   - "Kick your feet up high."
   - "Kick your feet across your body low."
   - "Kick your feet across your body high."
   - "Kick your feet to the side low."
   - "Kick your feet to the side up high."
   - "Turn fast (spin around on one foot)."
   - Repeat from the top of this list.
3. "Movements can also be slow and gentle."
   - "Tiptoe forwards."
   - "Make a big gentle circle with your one arm."
   - "Make a big gentle circle with your other arm."
   - "Turn gently with your arms stretched out in line with your shoulders."



# Creative movement activity

Main part
Time: ~ 10 min

## How to play

1. Place learners in groups of 4.
2. "Movements can be gentle and slow, or they can be fast and strong. In your group, make up two of your own gentle movements, and two of your own fast movements. Try not to use the movements we used in class today. Make your own."
3. After 3 minutes: "Combine these movements together to make a little dance."
4. After 2 minutes: "Add an ending position to your dance."
5. Allow 2 minutes to prepare their dance.
   *"It is show time. Sit where you are."*
6. Instruct each group to show the class their dance.

# Freestyle circle

Main part
Time: ~ 5 min

## How to play

Choose a drummer. Let the drummer drum at any pace and rhythm.

1. "Stand in two circles."
2. "Dance in your circle while taking turns going to the next person on your left. One by one go into the circle and show 3 of your favourite moves that we did today."
3. Allow learners to dance for approximately 3 minutes.

# Outro

Cool down
Time: ~ 5 min

## How to stretch

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

- "Lie on the ground and close your eyes."
- "Breathe in 8 counts, hold your breath for 4 counts and breathe out 8 counts."
- "Concentrate and feel your heart beat."
- "Feel your heart beat steady and quiet."
- "Listen to the heart beat for a while. Can you hear a rhythm?"
- "Hear your blood flush through your veins."
- "Listen carefully. You can hear it sounding like a radio without a signal."
- "Now again, breathe in 8 counts, hold your breath for 4 counts and breathe out 8 counts. Do this 3 times."
- "Slowly open your eyes and sit upright taking in your surroundings."

If you want, you can play soft, relaxing music in the background.

# New movements

Moving to music: Intermediate phase

## Accompaniment

- Use drums or play the Twist song from the CD.
- Drum at any beat and rhythm you like.

## Intro ritual

Introduction
Time: ~ 5 min

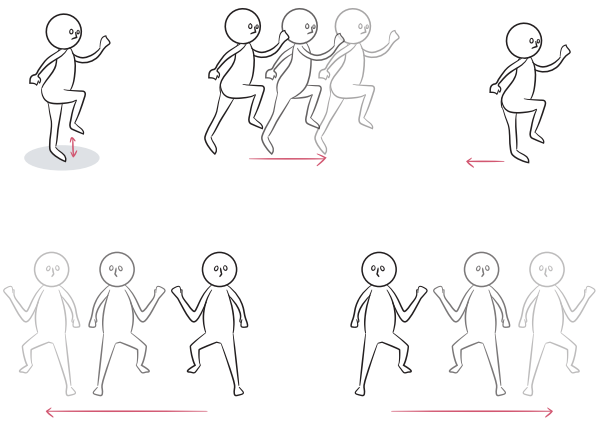
1. "Stand in a circle."
2. "Greet the person standing next to you with a movement of your choice."

## Gallops

Introduction
Time: ~ 5 min

### How to move

1. "Have you seen a horse gallop? They use their feet separately. One foot and then the other one. Right left, right left, right left as they hop gently in the air."
   - "Gallop like a horse on the spot."
   - "Gallop like a horse around the room."
   - "Can you gallop sideways, to the left?"
   - "Can you gallop sideways, to the right?"
   - "Can you gallop backwards."
   - "Gallop on the spot."
   - "Gallop four times and jump over a bush. Repeat your gallops and jumps all around the room."

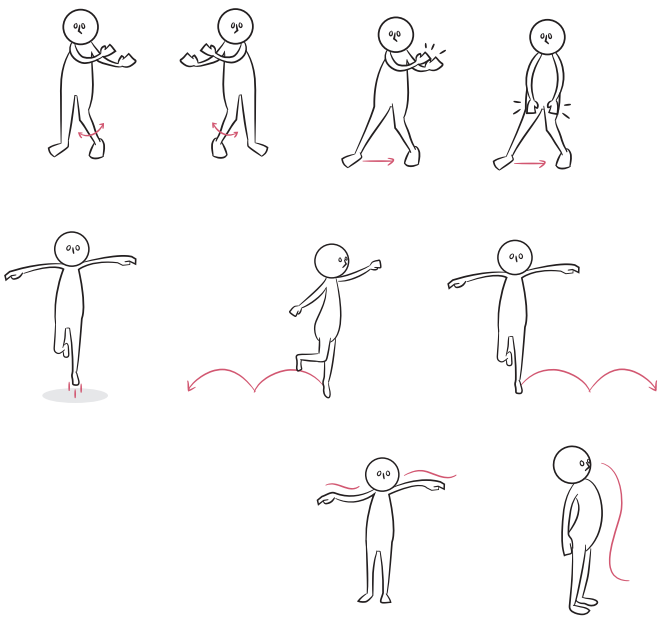


## Twist song

Main part
Time: ~ 10 min

### How to move

1. "Stay where you are."
2. "Let us practise some more new movements."
   - "Can you the twist with only one foot?" (x8)
   - "Twist only the other foot." (x8)
   - "Slide and clap." (x8)
   - "Slide and slap your hands on your hips." (x8)
   - "Hop on one leg on the spot."
   - "Hop on one leg backwards"
   - "Hop on one leg sideways."
   - "Hop on the other leg."
   - "Make a wave with your arms, starting from one arm and go through your body to the other arm."
   - "Make a wave with your whole body."
   - "Make a wave by using only half of your body."
   - "Can the other half of your body do it too?"



# Twist song

Continued

Follow the instructions of the Twist song. You can either play the Twist song from the CD or use drums and sing the lyrics below:

**First and second cycles (Slow and medium tempo)**

Twist your body side to side
Feet together, get down low
Twist your body side to side
Just how low…can you go?

Do the slide and clap as one
Slide, clap, slide, clap
To the left and to the right
Slide, clap, slide, clap

Do the slide and clap as one
Slide, clap, slide, clap
To the left and to the right
Slide, clap, slide, clap

Stamp your feet then clap your hands
Stamp, clap, stamp, clap
Stamp your feet then clap your hands
Stamp, clap, stamp, clap

Hop to the front (hop, hop)
Hop to the back (hop, hop)
Now to the left (hop, hop)
Then to the right (hop, hop)

Make a wave with your arms
Swish, swish
Make a wave with your arms
Swish, swish

**Third cycle (Fast tempo)**

Twist your body, get down low
Twist, twist
Twist your body, get down low
Twist, twist

Do the slide and clap your hands
Slide, clap, slide, clap
To the left and to the right
Slide, clap, slide, clap

Stamp your feet and clap your hands
Stamp your feet and clap your hands

Hop to the front
Hop to the back
Now to the left
Then to the right

Make a wave, swish
Make a wave, swish
Now put it all together
And it goes like this!

Twist! Slide!
Clap! Stamp!
Hop! Wave!
Lets go!

Twist! Slide!
Clap! Stamp!
Hop! Wave!
One more time!

Twist! Slide!
Clap! Stamp!
Hop! Wave!
Yeah!

# Two favourite moves

Main part
Time: ~ 15 min

## How to perform

1. "By yourself, choose your 2 favourite movements that you learnt today."
2. Provide learners some time to think.
3. "Find a partner."
4. "Teach your favourite 2 movements to your partner."
5. "Add your 4 movements together to make a dance."
6. After 3 minutes: "Add an ending position."
7. After 2 minutes: "It is show time!"
8. "Sit where you are."
9. Three pairs can show its dances at the same time. Make sure all the learners have an opportunity to show their dances to the class.

# Outro

Cool down
Time: ~ 5 min

## How to stretch

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

# Rhythm and body percussion

Moving to music: Intermediate phase

## Accompaniment

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

## Move! But how?

Introduction
Time: ~ 5 min

### How to play

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

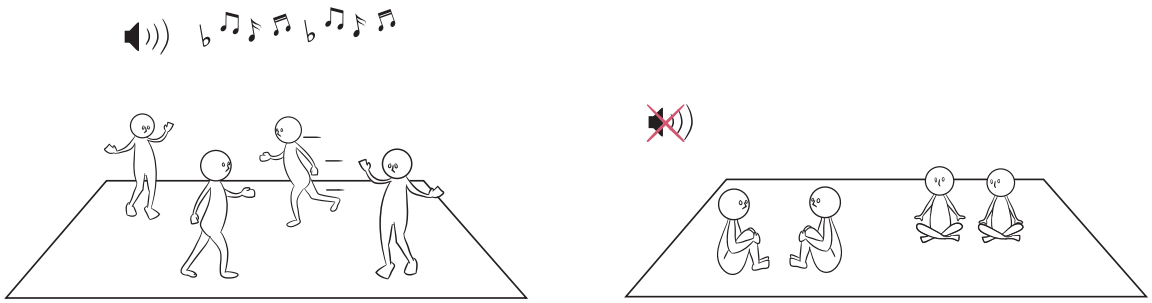
## Stop and formation

Introduction
Time: ~ 5 min

**Accompaniment:** Play music.

### How to play

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



## Rhythm circle

Main part
Time: ~ 5 min

### How to play

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

## Body percussion circle

Main part
Time: ~ 5 min

### How to play

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

## Creative group activity: Body percussion sequence

Main part
Time: ~ 10 min

### How to play

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

## Cool down

Cool down
Time: ~ 10 min

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

# Pace and movement repertoire

Moving to music: Intermediate phase

## Accompaniment

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

## Run to the music

Introduction
Time: ~ 5 min

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

### How to play

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

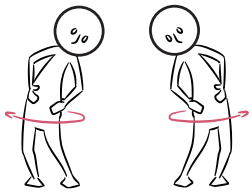
## Mobilisation and isolations

Introduction
Time: ~ 5 min

### How to move

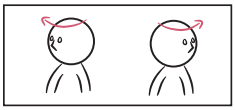
1. Hula hoops: Stand with your legs a bit wider apart and make hula hoop circles with your hips. Circle 5 times in one direction, then 5 times in the other direction.
2. Neck movements:
   a. Look straight ahead. Drop your right ear to your right shoulder. Repeat the same head movement to the left side.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

1

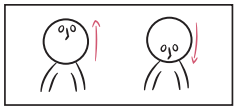


2 a

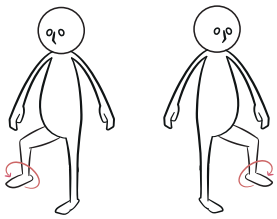
b



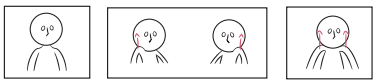
c



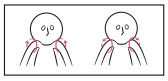
3



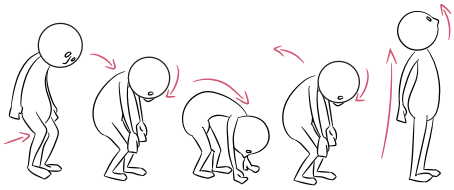
4 a



b



5

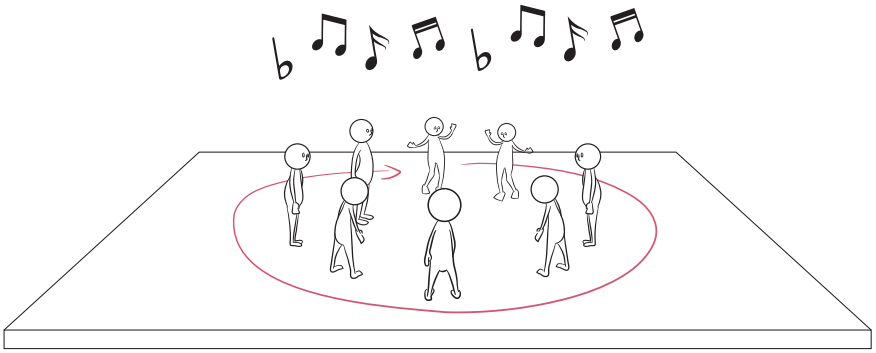


# Favourite moves circle

Main part
Time: ~ 5 min

## How to play

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



# Creative group activity

Main part
Time: ~ 10 min

## How to play

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

# Cool down

Cool down
Time: ~ 10 min

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

# New movements

Moving to music: Intermediate phase

## Accompaniment

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

## Intro ritual

Introduction
Time: ~ 5 min

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

## Skipping

Introduction
Time: ~ 5 min

### How to play

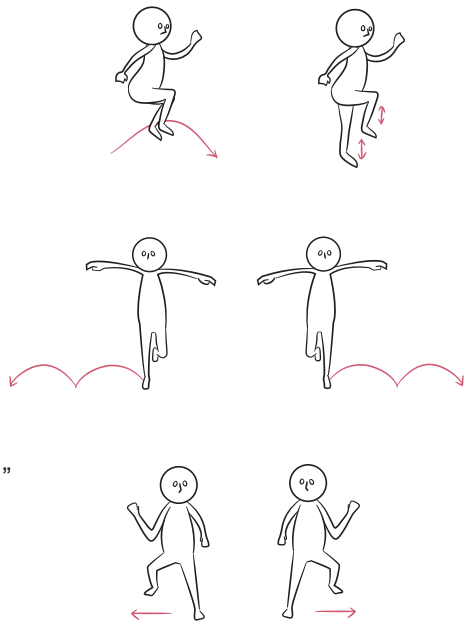
1. "Can you skip? Step on your one foot and hop. Step on your other foot and hop."
2. "Move forward and around the room as you skip (step, hop, step, hop)."
3. "Can you do it fast?"
4. "Can you fly through the air as you skip fast?"

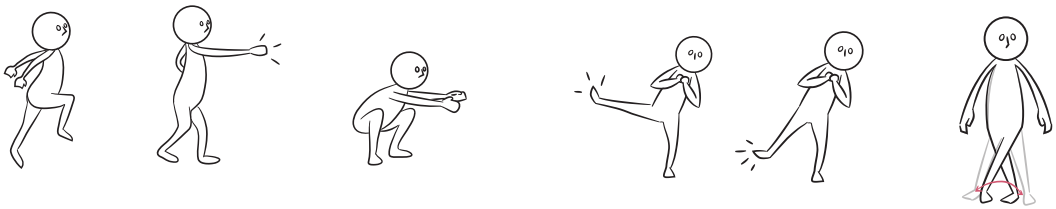
## Boxing match song

Introduction
Time: ~ 5 min

### How to play

1. "Today we are going to practise some boxing movements."
   - "Jump!"
   - "Run on the spot."
   - "Hop on your right foot to the right side."
   - "Hop on your left foot to the left side."
   - "Hop changing feet, right, left, right, left."
   - "Gallop three times to the right."
   - "Gallop three times to the left."
   - "Skip!"
   - "Box in the air."
   - "Duck: take your body down to duck underneath a low branch so that you do not hit your head."
   - "Kick: high kicks, medium kicks and low kicks."
   - "Criss–cross: jump with your feet across and then open again."





# Boxing match song

Continued

Follow the instructions of the Boxing match song. You can either play the Boxing match song from the CD or use drums and sing the lyrics below:

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

Jump up and down…

Run on the spot…

Slow punch left…

Slow punch right…

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

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

Now skip – jump, jump…

Duck! Duck way down…

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

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

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

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

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

# Creative movement activity

Main part
Time: ~ 20 min

## How to move

1. Place learners in groups of 4.
2. "Use the movements we did today."
   - Skip
   - Box
   - Kick
   - Gallop
   - Duck
   - Criss cross
3. "In your group, use these movements and create a dance. For example, 2x kicks, 4x jumps, 1x skip, and 4x criss-cross."
4. "Practise your dance with your group."
5. Allow 7-10 minutes for learners to practise.
   "It is show time. Sit where you are."
6. Instruct each group to show its dance to the class.

# Outro

Cool down
Time: ~ 5 min

## How to stretch

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

1. "Sit on the floor and close your eyes."
2. "Imagine:
    - You are standing in front a floating boat that floats to the clouds.
    - You get on the boat. The boat leaves moving towards the clouds.
    - You can feel the light breeze touching your face.
    - You see where you are going. Up. The clouds get closer and closer.
    - You feel light and safe.
    - When you get to the clouds you jump on a cloud.
    - The cloud you jumped on gets heavy and slowly sinks back to the earth. Open your eyes again."
3. "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts."

# Travelling movements and self-space movements

Moving to music: Intermediate phase

## Accompaniment

- Use drums or play the Touch song from the CD.
- Drum at a steady fast walking beat.

## Intro ritual

Introduction
Time: ~ 5 min

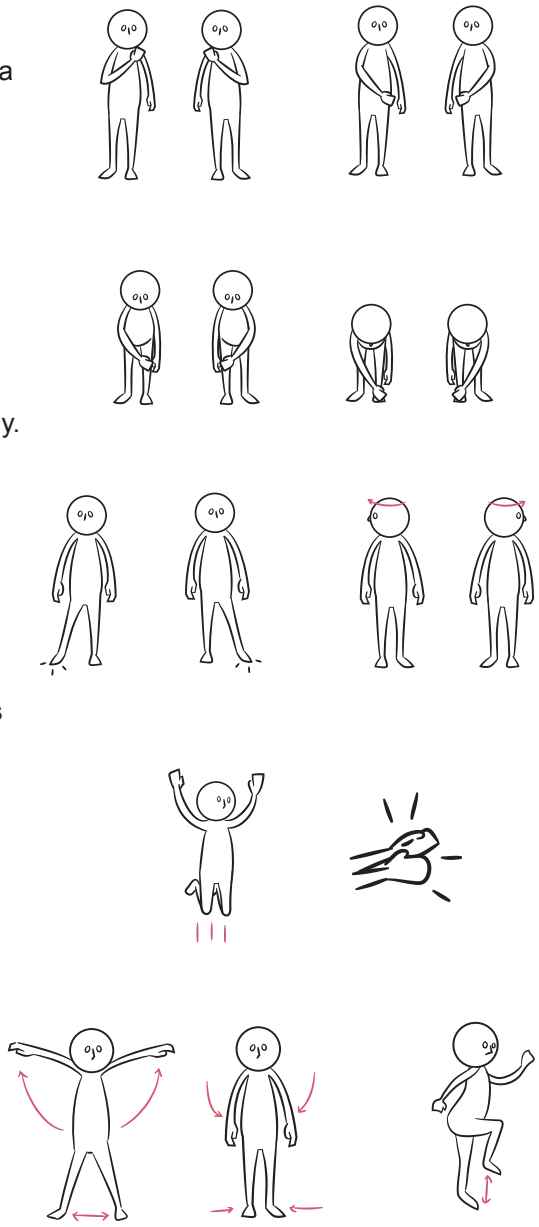
1. "Stand in a circle."
2. "Greet the person standing next to you with a movement of your choice."

## Warm up song

Introduction
Time: ~ 5 min

### How to play

1. "Stand in 2 lines facing each other. Every learner should have a partner."
2. "Let us do some new movements."
   - "Touch your own shoulders, one hand at a time. Use your right hand to touch your left shoulder, and your left hand to touch your right shoulder. Touch your shoulders four times across your body."
   - "Touch your own hips, one hand at a time, across your body."
   - "Touch your own knees, one hand at a time, across your body."
   - "Touch your own toes, one hand at a time, across your body. (If you cannot reach your toes, bend your knees a little)."
   - "Tap your right foot."
   - "Tap your left foot."
   - "Turn your head to the side."
   - "Turn your head to the other side."
   - "Jump!"
   - "Clap!"
   - "Star jump" (Jump with your feet open, jump with your feet closed. Open your arms as you jump open, drop your arms next to your body as you jump close).
   - "Run on the spot."
   - Repeat the whole sequence from the top.



# Warm up

Introduction
Time: ~ 5 min

Follow the instructions of the Touch song. You can either play the Touch song from the CD or use drums and sing the lyrics below:

Touch your shoulder on the left
Touch your shoulder on the right
Now let's do it double time
Touch, touch, left
Touch, touch, right

Touch your hip on the left
Touch your hip on the right
Now let's do it double time
Left hip, right hip
Hip hurray!

Hands on your knees now
Hold it there
Criss cross over if you dare
Hands on your knees now
Hold it there
Criss cross over if you dare

Reach for your feet now
Touch your toes
Left foot, right foot, touch those toes
Reach for your feet now
Touch your toes
Left foot, right foot, touch those toes

Tap your left foot to the side
Tap your right foot to the side
Tap your left foot to the side
Tap your right foot to the side

Turn your head from side to side
To the left and to the right
Turn your head from side to side
To the left and to the right

Let's jump forward, come on jump
To the right now, come on jump
Let's jump backwards, come on jump
To the left now, one big jump!

Clap your hands now 1-2-3-4
Clap your hands now, clap some more
Slap your knees now, 1-2-3-4
Slap your knees now, slap some more

Shake your bottom 1-2-3-4
Shake – shake – shake and wiggle
Stamp your feet now 1-2-3-4
Stamp, stamp, stamp on the floor

Ready for a star jump?
Jump, jump, jump, jump
Open wider and let's jump
Jump, jump, jump, jump

Walk like a tortoise, really slow
See how slowly you can go
Walk like a tortoise, really slow
See how slowly you can go

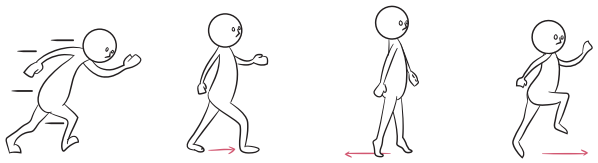
Be a rabbit, speed it up
Faster, faster, up-up-up
Now be a rabbit, speed it up
Faster, faster, up-up-up

Now we've done this funny song
Touching, jumping, having fun
Clapping, laughing all day long
Party time for everyone
Touch, touch!

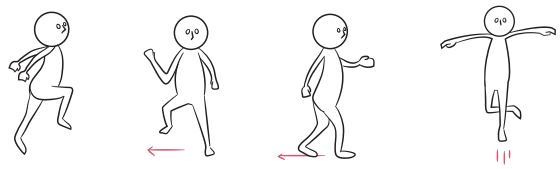
# Travelling and self-space

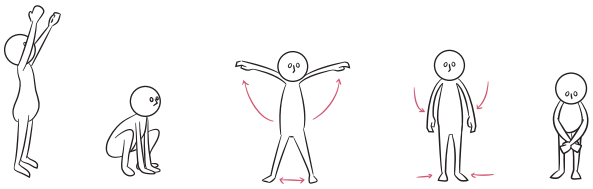
Main part
Time: ~ 10 min

## How to play



1. "In dance we have movements that travel. Movements that take us from one corner of the room to the other corner of the room."
2. "Stand in the corner and get ready to travel to the other corner of the room (or field)."
   - "Run!"
   - "Walk with big steps."
   - "Walk backwards on your tiptoes."
   - "Gallop forward."
   - "Skip!"
   - "Gallop sideways."
   - "Walk backwards."
   - "Hop on one foot."
3. "Stay where you are."
4. "In dance, we also have movements that do not travel. Movements that we do in our own little space. We call these movements self-space movements."
   - "Stretch tall."
   - "Crouch to the floor."
   - "Star jump!"
   - "Criss-cross your hands on your knees."
   - "Criss-cross your feet."
   - "Kick high!"
   - "Kick to the sides."
   - "Make a big circle with both your arms."





# Creative movement activity

Main part
Time: ~ 15 min

## How to play

1. Place learners into groups of 5.
2. "Design your own self-space movements and travelling movements."
3. "Do one self-space movement, one travelling movement, one self-space movement and one travelling movement."
4. After 4 minutes: "Add an ending position."
5. Give learners 10 minutes to practice their dance.
6. "It is show time. Sit where you are"
7. Instruct each group to show its dance to the class.

# Outro

Cool down
Time: ~ 5 min

## How to stretch

1. You can play a soft, relaxing song in the background or hum a slow melody.
2. "Close your eyes."
3. "Imagine you are standing in front of a white wall.
   - You get the task of painting your favourite place.
   - Think of your favourite place and what it looks like. It can even be a person.
   - How would you like to paint it?
   - What must be in your picture?
   - Imagine the colours you would want to use.
   - Start painting the background first.
   - Add one thing at a time until the whole place is visible on the big wall. Open your eyes again."
4. "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts." Repeat breathing 3 times.

# Formations

Moving to music: Intermediate phase

## Accompaniment

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

## Move! But how?

Introduction
Time: ~ 5 min

**Accompaniment:** Play music.

### How to play

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

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

## Stop and freeze

Main part
Time: ~ 10 min

**Accompaniment:** Play music.

### How to play

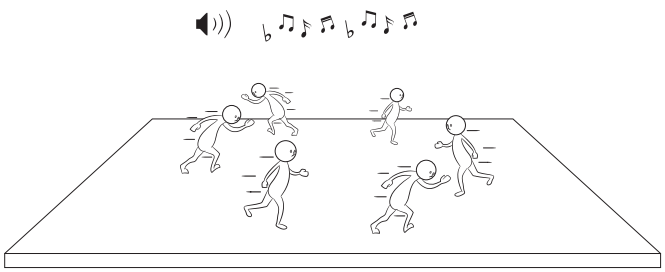
1. Play music: "Move freely to the music." (Move across entire area).
2. Stop the music: "Freeze! Do not move!"
3. Repeat the above 5 times.
4. Now, play and stop the music each time with a different instruction for the freeze:
   a) "Stand on one leg."
   b) "Place one leg and two hands on the floor."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

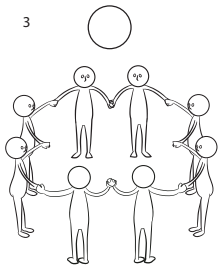
# Group formations

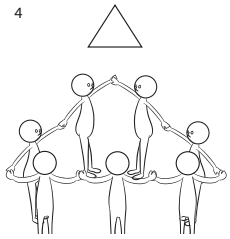
Main part
Time: ~ 5 min

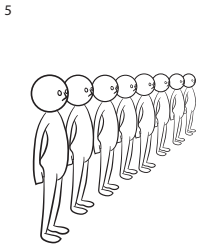
## How to play

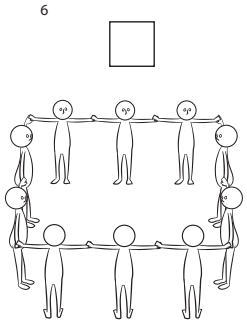
1. Make groups of 10.
2. Play music/drums: “Run around to the music.”
3. Stop the music/drums: “Make a circle in your group.”
4. Play music and stop: “Make a triangle in your group.”
5. Play music and stop: “Stand in a line.”
6. Play music and stop: “Make a square in your group.”
7. Play music and stop: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





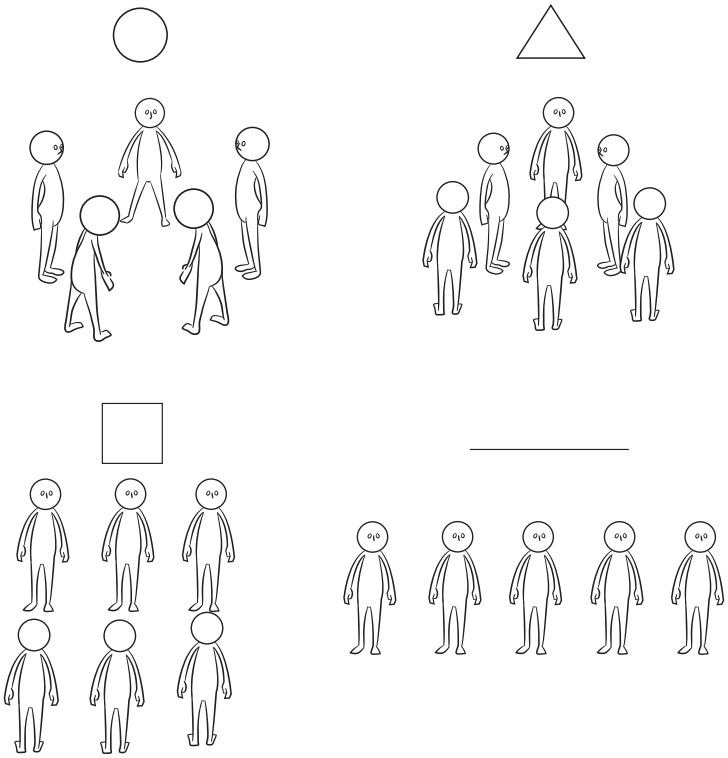




# Creative group activity

Main part
Time: ~ 10 min

## How to play

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



# Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.

# Movement repertoire and body percussion

Moving to music: Intermediate phase

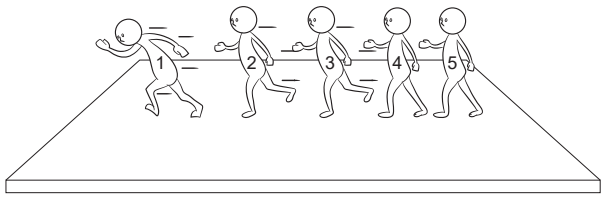
## Accompaniment

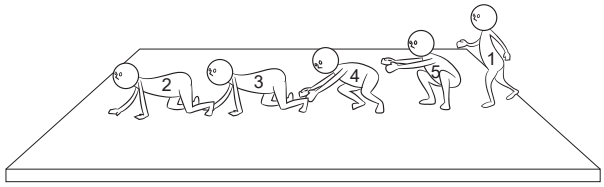
- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## Follow the leader

Introduction
Time: ~ 5 min

### How to play



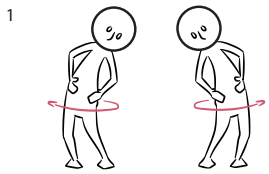

Make groups of five. Choose a leader for each group. Instruct the leaders to walk in interesting ways (i.e. walking, skipping, crawling etc.). Learners must follow their leader.

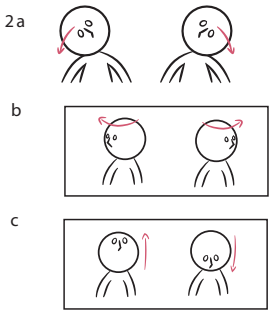
1. First leader must: "Walk and do interesting movements". "Try not to crash with another group. Follow your leader!"
2. After 30 seconds: "Leaders, crawl! Follow your leader!"
3. After 30 seconds: "Turn around to face the back. Back person, you are now the new leader. "
4. "Leader, dance around. Follow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

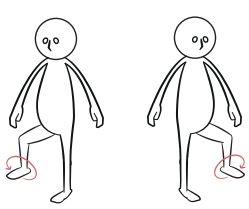
## Mobilisation and isolations

Introduction
Time: ~ 5 min

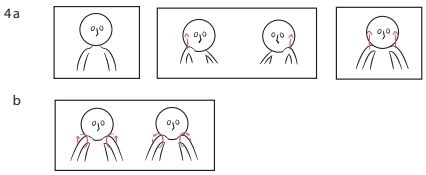
### How to move



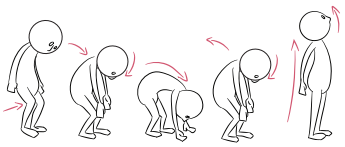

1. <u>Hula hoops:</u> Stand with your legs a bit wider apart and make hula hoop circles with your hips. Circle 5 times in one direction, then 5 times in the other direction.
2. <u>Neck movements:</u>
   a. Look straight ahead. Drop your right ear to your right shoulder. Repeat the same head movement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



# Mobilisation and isolations

Continued

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



# Body percussion circle

Main part
Time: ~ 5 min

## How to play

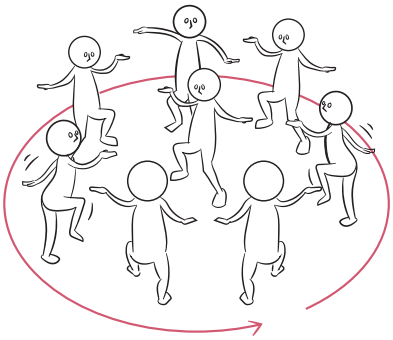
1. Make a circle.
2. Instruct learners:
   a. "Clap your hands 1, 2, 3." Let them repeat the claps after you.
   b. "Snap your fingers 1, 2, 3." Let them repeat the snaps after you.
   c. "Slap your thighs 1, 2, 3." Let them repeat the slaps after you.
   d. "Stomp your feet, 1, 2, 3." Let them repeat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

# Travelling dance circle

Main part
Time: ~ 5 min

## How to play

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



# Creative group activity

Main part
Time: ~ 10 min

## How to play

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

# Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.

# Shapes and levels

Moving to music: Intermediate phase

## Accompaniment

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

## Intro ritual

Introduction
Time: ~ 5 min

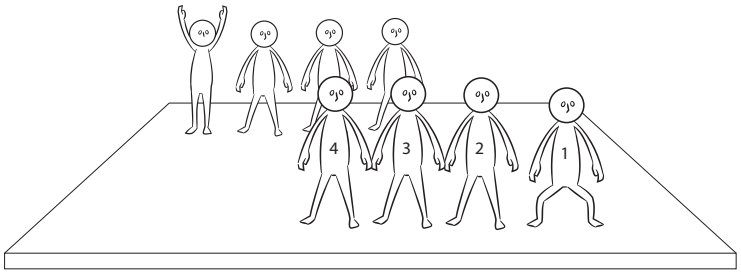
1. "Stand in a circle."
2. "Greet the person standing next to you with a movement of your choice."

## Follow the leader

Introduction
Time: ~ 5 min

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

### How to play



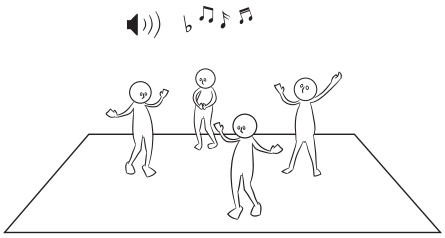

1. "Make groups of 4."
2. "Stand in a line, next to each other."
3. Choose a leader for each group.
4. "Leader, move at different levels i.e. do high, medium or low level movements."
5. After 1 minute, "Change leader."
6. "New leader, move at a different level."
7. After 1 minute, "Change leader."
8.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

## Pose game

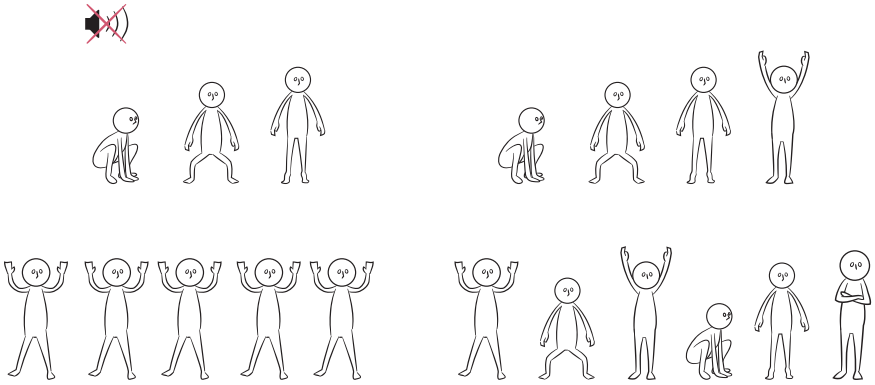
Main part
Time: ~ 5 min

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

### How to play



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

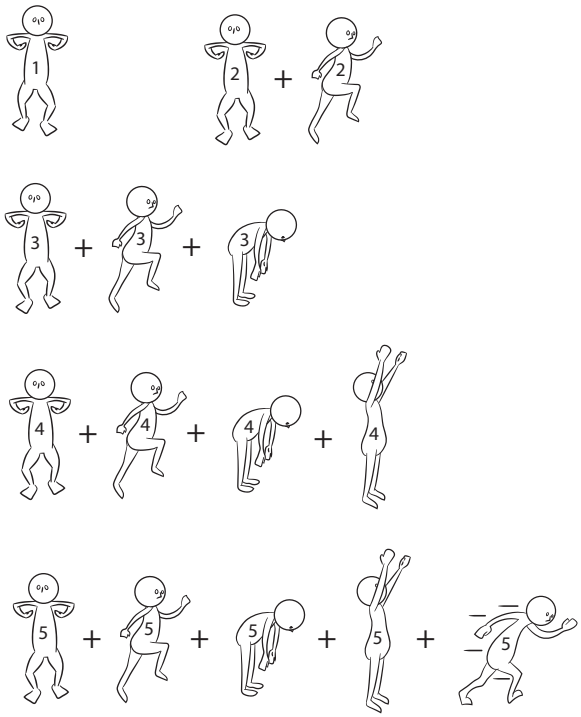


# Copy and add

Main part
Time: ~ 10 min

## How to play

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



# Favourite moves

Main part
Time: ~ 10 min

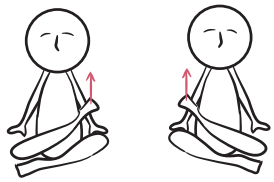
## How to play

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

# Outro

Cool down
Time: ~ 5 min

## How to stretch



1. "Sit on the floor with stretched out legs. Close your eyes."
2. "Imagine your feet and hands have strings attached to them."
   - "Slowly, pull your right toes towards your head. Flex your feet hold it there for 8 counts and relax again."
   - "Slowly, pull your left toes towards you head. Flex your feet. Feel the tension that builds up. Hold it for 8 counts and relax again."
   - "Try pulling the string on the back of your right hand towards your elbow. Hold it there for 8 counts and loosen it up again."
   - "Try pulling the string on the back of your left hand towards your elbow. Flex your hand. Hold it there for 8 counts and loosen it up again."

3. You can play a soft, relaxing song in the background or hum a slow melody.
4. "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts." Repeat deep breaths 3 times.

# Movements and force

Moving to music: Intermediate phase

## Accompaniment

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

## Intro ritual

Introduction
Time: ~ 5 min

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

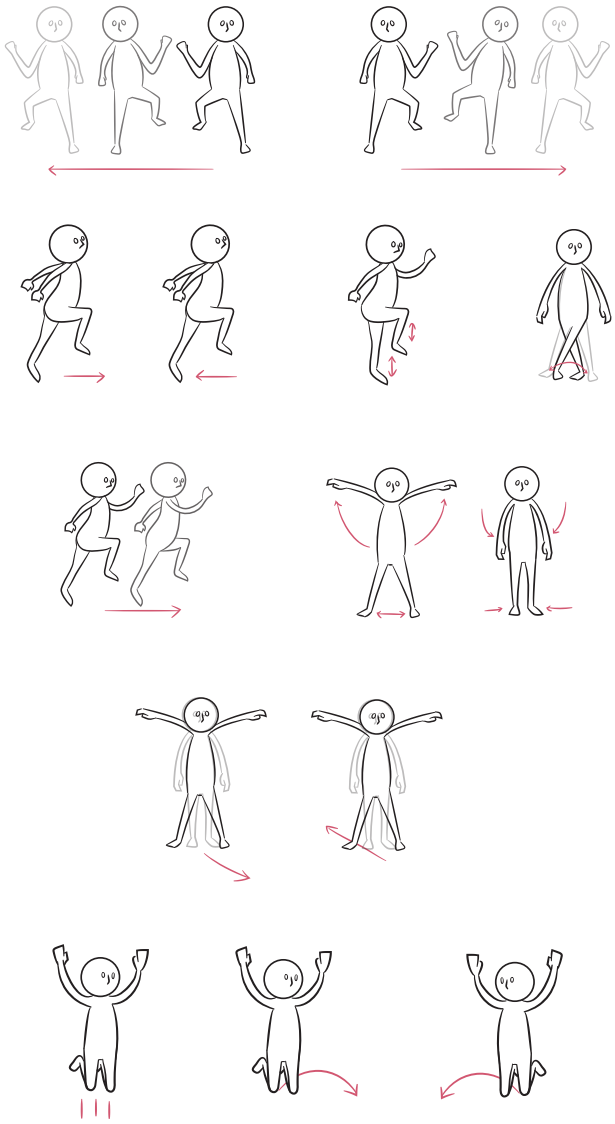
## Boxing match

Introduction
Time: ~ 5 min

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

### How to play

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



# Boxing match

Continued

## Drums

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

Jump up and down…

Run on the spot…

Slow punch left…

Slow punch right…

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

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

Now skip – jump, jump…

Duck! Duck way down…

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

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

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

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

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

## Song from CD

Follow the instructions in the song.

# Copy and add

Main part
Time: ~ 25 min

## How to play

1. Place learners into groups of 5.
2. "Make a circle in your group."
3. "Number yourselves from numbers 1 to 5."
4. "Imagine you are in a boxing match. Think of a movement you can do in the boxing match. Every person must choose his/her own movement that they can do in the boxing match."
5. "Person 1, choose your fighting movement."
6. "Group, copy the movement."
7. "Person 2, repeat movement 1 before you add your own movement."
8. "Group, copy both movements, movement 1 and 2."
9. "Person 3, start from the beginning. Do movements 1 and 2 before you add your own movement."
10. Each person must get a turn to add his/her movement to the sequence, i.e:
    Person 1 = boxing.
    Person 2 = boxing and kicking.
    Person 3 = boxing, kicking, and jump.
11. "Person 4, start from the beginning. Do movements 1,2 and 3 before you add your own movement." Person 5 must do the same.
12. Once the learners have finished the activity, instruct them: "create a short dance with your 5 movements."
13. "Add an ending position with 3 different levels."
14. Provide them with approximately 5 minutes to practise their dance.
15. "It is show time. Sit where you are, in your group."
16. Each group must get a chance to perform its dance to the class.
17. Reflection: "At the count of 3, show me your favourite movement you saw today." "1……..2…….3."

# Outro

Cool down
Time: ~ 5 min

## How to stretch

As a teacher read the following instructions in a calm voice.

1. "Stand where you are. Close your eyes."
    - "Move your body gently from side to side.
    - Imagine you relax little by little, one part of your body at a time.
    - First your face relaxes,
    - Then your shoulders,
    - Then your arms, then your hands."
    - "Now, slowly your hips relax,
    - Your legs start to relax,
    - Your knees relax and your feet relax."
    - "You are so relaxed that you gently collapse to the floor."
2. You can play a soft, relaxing song in the background or hum a slow melody.
3. "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts." Repeat the deep breaths 3 times.

# Assessment: Moving to music

First and last name: _____

Date: _____

Class: _____

**Rating:**

**3 points:** Meets the expectations with excellence

**2 points:** Meets the expectations

**1 point:** Meets not all the expectations

**0 points:** Didn't meet any expectations

| | Term 1 | Term 2 | Term 3 | Term 4 |
|---|---|---|---|---|
| 1) Participation | | | | |
| 2) Creativity | | | | |
| 3) Coordination | | | | |
| 4) Musicality / Rhythmic ability | | | | |
| 5) Togetherness (being in sync.) | | | | |
| 6) Social interactive skills | | | | |
| 7) Physical endurance / concentration | | | | |
| **Total points:** | | | | |
| **Mark:** | | | | |

General comments: _____

| Rating Code | Description of Competence | Percentage |
|---|---|---|
| 7 | Outstanding achievement | 80 - 100 |
| 6 | Meritorious achievement | 70 - 79 |
| 5 | Substantial achievement | 60 - 69 |
| 4 | Adequate achievement | 50 - 59 |
| 3 | Moderate achievement | 40 - 49 |
| 2 | Elementary achievement | 30 - 39 |
| 1 | Not achieved | 0 - 29 |

# LESSON PLANS FOR Grade 5

Health & Hygiene and Nutrition

Physical Education

Moving to Music

KaziKidz
Teaching Material for Schoolchildren

# Lesson tracker

## Moving to Music - Grade 5

| This overview table should facilitate the tracking of the lessons and assessments | | | | |
|---|---|---|---|---|
| **Component** | **Term** | **Week** | **Lesson Content** | **Date** |
| Moving to music | Term 1 | 1 | Lesson 1: Formations and movement repertoire | |
| | | 2 | Lesson 2: Freeze and space | |
| | | 3 | Lesson 3: Creative development | |
| | | 4 | Lesson 4: Isolating rhythms | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | 7 | Lesson of your choice | |
| | | 8 | Lesson of your choice | |
| | Term 2 | 1 | Lesson 5: Body percussion | |
| | | 2 | Lesson 6: Formations | |
| | | 3 | Lesson 7: Isolations | |
| | | 4 | Lesson 8: Jumping and landing | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | 7 | Lesson of your choice | |
| | | Assessment: Moving to music | | |
| | Term 3 | 1 | Lesson 9: Isolations and movement quality | |
| | | 2 | Lesson 10: Dance technique and repertoire | |
| | | 3 | Lesson 11: Shape | |
| | | 4 | Lesson 12: Isolating rhythms | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | 7 | Lesson of your choice | |
| | | 8 | Lesson of your choice | |
| | Term 4 | 1 | Lesson 13: Direction and pace | |
| | | 2 | Lesson 14: Copying and combining movements | |
| | | 3 | Lesson 15: Creativity development and shapes | |
| | | 4 | Lesson 16: Isolations | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | 7 | Lesson of your choice | |
| | | Assessment: Moving to music | | |

*Lesson of your choice: Repeating, combining or mixing the *KaziKidz* lessons or/and implementing your own ideas and activities

# Formations and movement repertoire

Moving to music: Intermediate phase

## Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## Stop and formation

Introduction
Time: ~ 5 min

**Accompaniment:** Play music.

### How to play

1. Play music: “Run and dance around to the music.” “Move across entire area.”
2. After 30 seconds, stop the music: “Find a partner as fast as you can and sit down.”
3. Repeat the above 5 times.
4. Play music/drums: “Dance! By yourself! You are not allowed to touch your friends.”
5. Stop music/drums: “Make groups of 4 as fast as you can and make a circle.”
6. Play music/drums: “Move!”
7. Stop music/drums: “Build a line of 3 as fast as you can and connect with your feet.”
8. Play music/drums: “Move around the whole area.”
9. Stop music/drums: “Make groups of 6. Connect with your shoulders.”
10. Play music/drums: “Move!”
11. Stop music/drums: “Find a partner as fast as you can. Stand back to back.”
12. Repeat the above 3 times.

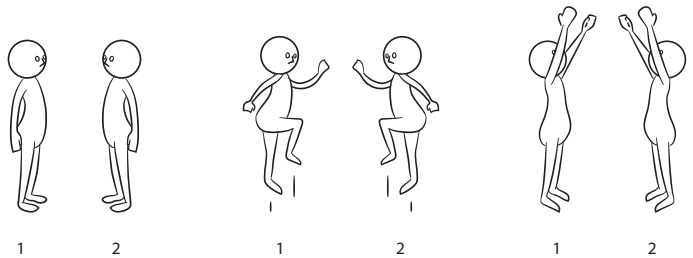
## Mirror mirror

Main part
Time: ~ 5 min

### How to play

Orientation: Have you ever looked in a mirror? What happens to the person in the mirror when you move?

1. “Stand facing your partner with a small space between you.”
2. One learner is the “person” and the other, the “mirror”.
3. Play/sing music or start drumming.
4. Instruct: “Person, make your own movements. “Mirror, you must be the mirror. Copy the movements of the leader.”
5. After 1 minute: “Change over! Mirrors, you become the person. Make your own movements. New mirrors, be the mirror.”
6. After 1 minute: “Change over again. Person, can you jump?”
   a. “Run on the spot!”
   b. “Wave your arms!”
   c. “Change over again. Change leader.”
   d. “Wiggle one body part.”
   e. “Twist!”

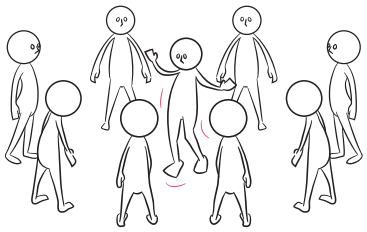


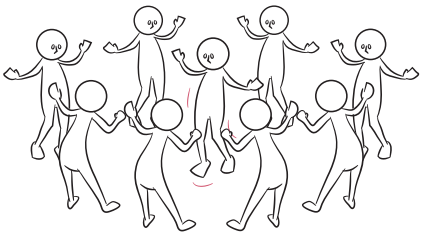
# Dance circle

Main part
Time: ~ 5 min

## How to play

1. Stand in a big circle and play music/drums.
2. Choose a learner to go to the middle of the circle. The learner must: "Show us a movement."
3. Learners must: "Copy the movement. Let us go." After 16 counts, the middle learner must choose another learner to go into the middle. "Choose the next learner."
4. Repeat the game until about 10 learners have had a chance to enter the circle.





# Group puzzle dance

Main part
Time: ~ 15 min

**Accompaniment:** Play slow music/drumming.

## How to play

1. Divide your class into groups of 5.
2. Play slow music/drumming.
3. Instruct each group: "Design a dance to the beat of the song. Your movements must be slow and big to go with the beat. Use high and low movements in your dance. Reach into every corner high and low. Choose 5 movements and combine them together to form a dance."
4. Give learners 15 minutes to design their own dance.

# Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.

# Freeze and space

Moving to music: Intermediate phase

## Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## Name game

Introduction
Time: ~ 5 min

### How to play

1. Stand in a circle. Tell each learner: "Say your name and show your favourite animal movement."
2. "Let us copy the name and movement." Let the whole class repeat the name and movement after each turn.
3. Let the next learner in the circle have a chance: "Say your name and show your favourite animal movement." Each learner must get a turn.

## Musical statues and animals

Main part
Time: ~ 10 min

**Accompaniment:** Play music/drums.

### How to play

1. Play music/drums.
2. Instruct learners: "Move freely to the music" (Encourage learners to use the entire area they have to move).
3. After 30 seconds, stop the music/drums: "Freeze like a statue – do not move!"
4. Play music/drums: "Jump around like a frog."
   Stop music/drums: "Freeze!" (Repeat frogs 5 times).
5. Play music/drums: "Gallop like a horse."
   Stop music/drums: "Freeze!" (Repeat horses 5 times).
6. Play music/drums: "Fly like a bird."
   Stop music/drums: "Freeze!" (Repeat birds 5 times).
7. Play music/drums: "Crawl like ants."
   Stop music/drums: "Freeze!" (Repeat ants 5 times).
8. Play music/drums: "Choose your favourite animal and move."
   Stop musics/drums: "Freeze!" (Repeat 5 times).

## Freeze number 1, 2 and 3

Main part
Time: ~ 5 min

**Accompaniment:** Play music/drums.

### How to play

Play music/drums and tell your learners to move freely to the music.

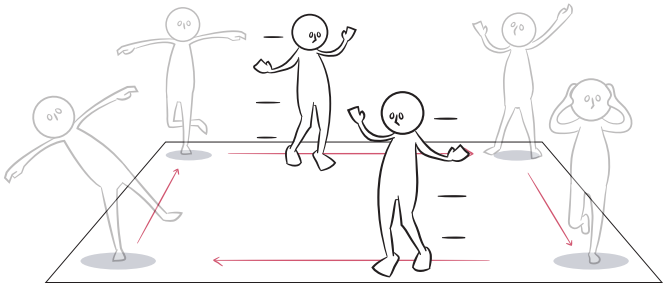
1. Stop music/drums: "Freeze! This freeze position is your position one. Remember your position 1."
2. Play music/drums: "Move!"
3. Stop music/drums: "Position 1!"
4. Play music/drums: "Move!"
5. Stop music/drums: "Freeze in a different position. This is your position 2. Remember position 2."
6. Play music/drums: "Move on the floor."
7. Stop music/drums: "Freeze on the floor. This is position number 3."
8. "Repeat your 3 freeze positions."
9. Tell them to switch directly from movement 1 to number 2 and last to number 3.

# Partner freeze combination in a square

Main part
Time: ~ 10 min

## How to play

1. Make groups of two.
2. Tell your learners to choose 4 freezes.
3. "Imagine a square. Every freeze must happen in a corner of your square. Use travelling movements to move from corner to corner. So, pose, travel, pose, travel, pose, travel and pose."
4. After 5 minutes, say: "Make sure that each movement flows smoothly from one movement into the next."
5. Give learners 10 minutes to practice.



# Cool down

Cool down
Time: ~ 10 min

Instruct learners must perform their new dance to the class, 3 groups (couples) at a time.

# Creative development

Moving to music: Intermediate phase

## Accompaniment

- Use drums or choose a fast song.
- Drum at a running pace.

## Intro ritual

Introduction
Time: ~ 5 min

1. "Stand in a circle."
2. "Greet the person standing next to you with a movement of your choice."

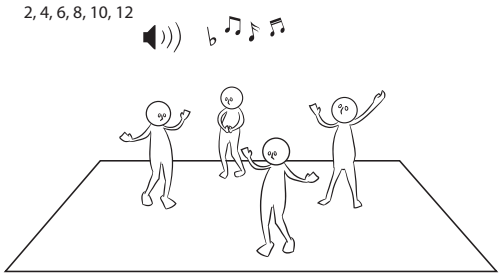
## Stop and go

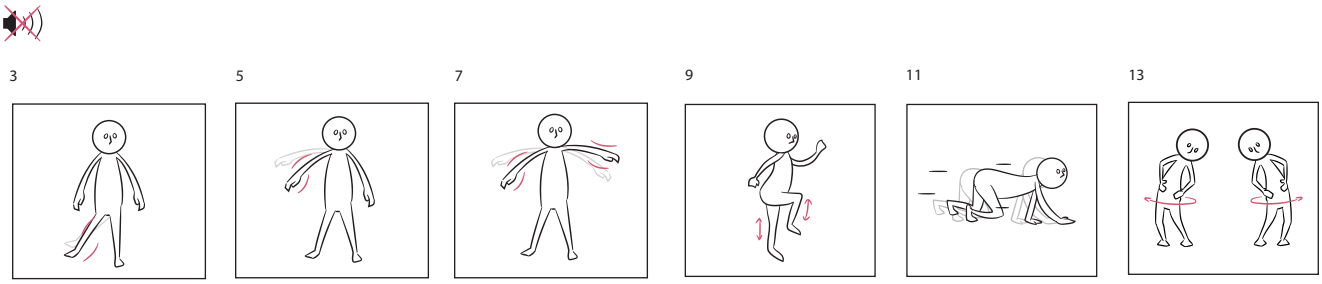
Introduction
Time: ~ 5 min

**Accompaniment:** Drum at a running pace or play a fast song.

### How to play

1. Drum at a running pace or play a fast song. Stop and start the beat/ music often.
2. Play music: "Dance around the area."
3. Stop music: "Move one leg as fast as you can."
4. Play music: "Dance around the movement area."
5. Stop music: "Move your arm as fast as you can.
6. Play music: "Dance around the movement area."
7. Stop music: "Move both your arms as fast and as big as you can."
8. Play music: "Dance around the movement area."
9. Stop music: "Run on the spot as fast as you can."
10. Play music: "Dance around the room and shake your body lose."
11. Stop music: "Crawl on the ground as fast as you can."
12. Play music: "Move around again."
13. Stop music: "Move your hips as fast as you can."




## Action word scenes

Main part
Time: ~ 25 min

### How to play

1. "Make groups of three."
2. "Let us design a picture for each action word."
   - "The first action word is **fishing**."
     - » "Person 1 can be a wiggling fish."
     - » "Person 2 can be the fisherman."
     - » "Person 3 can be the actual fishing rod that is pulling the fish up and backwards."
     - » "Try these 3 movements in your group as you design the fishing scene. Repeat your movement for 20 seconds."(Give learners some time to do their movements.)

# Action word scenes

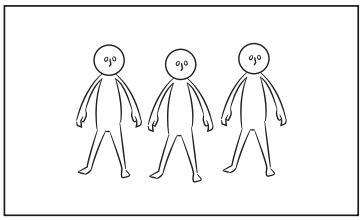
Continued

- "Think of the action word: **Cooking**! How can you design a cooking scene?
  - » "Person 1 can be the cook, stirring a pot."
  - » "Person 2 can be the fire"
  - » "Person 3 can be the pot."
  - » "Try these 3 movements in your group as you design the cooking scene. Repeat your movement or position for 20 seconds."(Give learners some time to do their movements.)

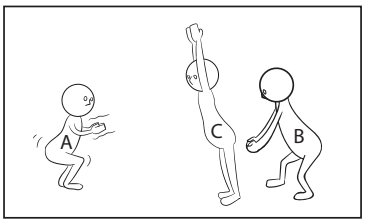
A: WIGGLING FISH

B: FISHERMAN

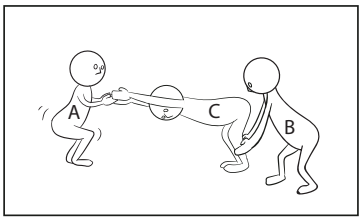
C: FISHING ROD



- "What if your word is **bathing**? Think of different elements that are included in bathing.
  - » The bathtub
  - » The person who is taking a bath
  - » The water
  - » "Try these 3 movements in your group as you design the bathing scene. Repeat your movement or position for 20 seconds."(Give learners some time to do their movements.)




- "How about **digging** a hole? The 3 elements that make up this scene could be:
  - » The digger,
  - » The shovel
  - » Dirt and dust flying away."
  - » "Try these 3 movements in your group as you design the 'digging a hole' scene. Repeat your movement or position for 20 seconds."(Give learners some time to do their movements.)




3. "Now it is your turn. Think of your own 3 movements to design the scene of:
   - "Chopping a tree."
     - » Give learners some time to figure out their scene and their movements.
     - » "Repeat your movement or position for 20 seconds."
     - » As teacher, choose 2 groups to show their scene to the class.
   - "Running a race."
     - » Give learners some time to figure out their scene and their movements).
     - » "Repeat your movement or position for 20 seconds."
     - » As teacher, choose 2 groups to show their scene to the class.
   - "Teaching."
     - » Give learners some time to figure out their scene and their movements).
     - » "Repeat your movement or position for 20 seconds."
     - » As teacher, choose 2 groups to show their scene to the class.
   - "Cleaning."
     - » Give learners some time to figure out their scene and their movements.
     - » "Repeat your movement or position for 20 seconds."
     - » As teacher, choose 2 groups to show their scene to the class.
4. "In your group, choose your favourite scene of the day. Each scene has three movements (one movement per learner). Let everybody in your group do the three movements together as a dance.
5. "Repeat the dance 4 times."
6. After 2 minutes, "Choose another scene of the day. A second scene you enjoyed."
7. "Let everybody in your group do the three movements together as a dance. "
8. "Repeat the dance 4 times."
9. After 2 minutes: "Add all 6 movements together to make one long dance."
10. After 2 minutes: "Can you add different levels to your dance?"
11. Give the learners some time to practise.
12. "It is show time. Sit down where you are in your group."
13. Let each group have a turn to show its dance to the class..

# Outro

Cool down
Time: ~ 5 min

## How to stretch

1. You can play a soft and relaxing song in the background or hum a slow melody.
2. "Close your eyes."
3. "Imagine:
   - You are lying on the field and looking up to the clouds.
   - The clouds change their form and appearance the whole time.
   - Slowly, you become a cloud.
   - Slowly, your arms and shoulders detach from your body.
   - You see your body parts lying next to you in the grass.
   - You are very relaxed.
   - Slowly, your legs and hips detach from your body.
   - You are super relaxed.
   - Pull your arms and shoulders back to your body. Tense your muscles, then relax.
   - Pull your legs and hips back to your stomach and attach them again.
   - Tense your muscles for 8 counts.
   - Now relax again
   - Open your eyes."
4. "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts."

# Isolating rhythms

Moving to music: Intermediate phase

## Accompaniment

- Use drums or play a fast song.
- Use drums or play the Force song from the CD.
- Drum at different paces and rhythms.

## Intro ritual

Introduction
Time: ~ 5 min

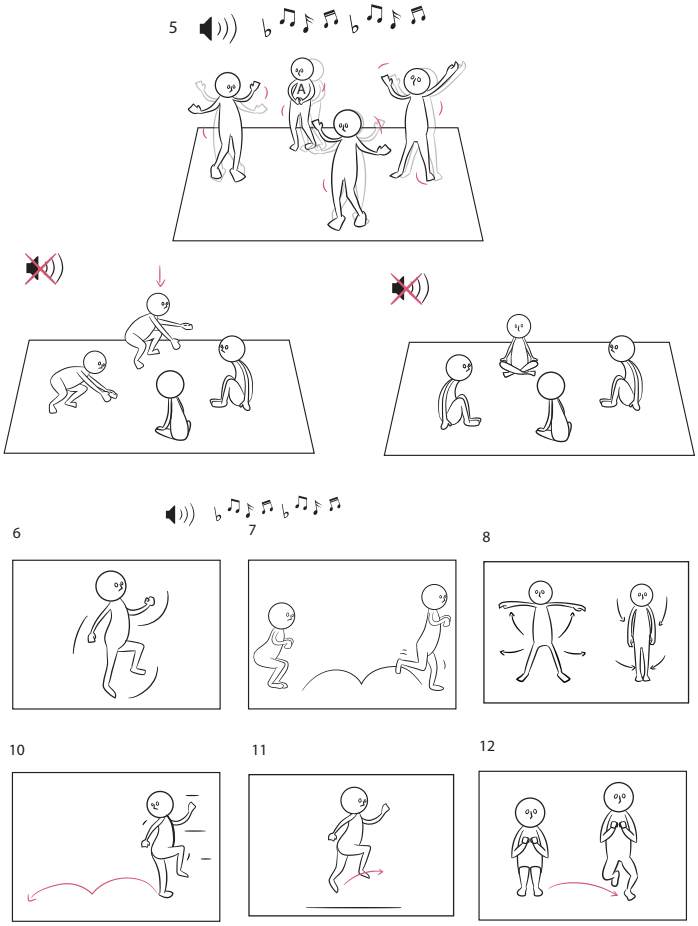
1. "Stand in a circle."
2. "Greet the learner standing next to you with a movement of your choice."

## Musical chairs

Introduction
Time: ~ 5 min

### How to move

1. "Who knows how to leap? When you jump off on one foot, fly through the sky and land on the other foot, you are leaping. Make big leaps as you fly through the sky."
2. "We are going to play musical chairs. When the music stops, you must all sit on the floor as fast you can."
3. Drum at a running pace or play a fast song. Stop and start the beat/ music often.
4. "Listen to the instructions on how you must move when the music is playing."
5. Play music: "Dance around the movement area." Stop music. "Sit."
6. Play music: "Skip." Stop music. "Sit."
7. Play music: "Gallop." Stop music. "Sit."
8. Play music: "Star jumps." Stop music. "Sit."
9. Play music: "Leap through the air." Stop music. "Sit."
10. Play music: "Skip backwards." Stop music. "Sit."
11. Play music: "Leap through the air." Stop music. "Sit."
12. Play music: "Gallop sideways." Stop music. "Sit."




## Names have a rhythm

Main part
Time: ~ 15 min

### How to play

1. "Names have a rhythm. Rhythm is a combination of long and short sounds. Can you clap the rhythm of your own name?"
   - "What about Siphe? If we clap Siphe's name it has two medium sounds: Si-phe (-- --)."
   - "What about Lusanda? Say the name out loud and clap: Lu-san-da (-- ----- --)."
   - "Take the name of your teacher. How many long and short sounds does his/her name have?"
2. "Find a partner."
3. "Repeat your names a few times and say them out loud."

# Names have a rhythm

Continued

4. "Clap the short and long sounds of your names."
5. "Can you shoot your arms out to the rhythms?"
6. "Can you and your partner move to the rhythm?" (i.e. Lu-san-da)
7. "Can you swing your arms to the rhythm?"
8. "Can you move your chest back and forth to the rhythm?"
9. "How about turning to the rhythm of the name?"
10. "Combine you and your partner's name together to form a longer rhythm. For example, Nokhanyo (-- ------ --) and Sandisile (-- -- ------ --)."
11. Design a dance to the rhythm of the two names."
12. Provide learners with some time to design their dance.
13. After 4 minutes: "Join another group!"
14. "In your group of 4, join the names and the dances together to form one long dance."
15. Provide learners with approximately 5 minutes to practise their dance.
16. "It is show time. Sit where you are in your group."
17. Instruct each group to show its dance to the class.

# Rhythmic response

Main part
Time: ~ 10 min

## How to play

1. "See if you can dance to the short and long sounds (the rhythm) of the drum."
2. Drum/clap the rhythm of the following words:
   - River, river, river, river, river, river, river, river
     - » Continue the rhythm for 1 minute and let the learners explore different movements.
   - Watermelon, watermelon, watermelon, watermelon
     - » Continue the rhythm for 1 minute and let the learners explore different movements.
   - Samp and beans, samp and beans, samp and beans, samp and beans
     - » Continue the rhythm for 1 minute and let the learners explore different movements.
   - Vuyokazi, Vuyokazi, Vuyokazi, Vuyokazi
     - » Continue the rhythm for 1 minute and let the learners explore different movements.
   - Hospital, hospital, hospital, hospital
     - » Continue the rhythm for 1 minute and let the learners explore different movements.

# Outro

Cool down
Time: ~ 5 min

## How to stretch

As a teacher read these instructions in a calm voice.

1. You can play a soft, relaxing song in the background or hum a slow melody.
1. "Close your eyes. Lie down flat on your back and imagine:
   - You are lying on a warm surface.
   - It feels very soft and smooth like sand.
   - Suddenly, your arms start to feel very light. Lighter, light until they start floating in the air.
   - Your legs become light, so light that they lift off the ground.
   - Your chest and stomach feel light and weightless.
   - What is that? Suddenly, you see you are floating in the air. Float away to your favourite place.
   - Breathe in slowly; breathe out slowly.
   - Breathe in slowly; breathe out slowly.
   - Move your arms gently to float your body back to the classroom.
   - You start sinking to the ground again.
   - Slowly and gently, let your body touch the floor.
   - Your stomach and chest become heavy again as you touch the floor.
   - Your legs have a weight again.
   - Your arms sink back onto the ground.
   - You feel your whole body's weight relaxing through the floor. Open your eyes."

# Body percussion

Moving to music: Intermediate phase

## Accompaniment

- Play/sing any song of your choice.
- Play at a pace and rhythm of your choice.

## Name game

Introduction
Time: ~ 5 min

### How to play

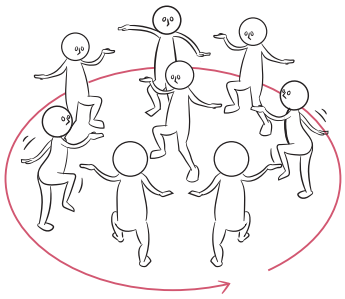
1. Stand in a circle.
2. As teacher, say your name and show the learners any movement.
3. Learners must: "Come, copy my movement and say my name at the same time."
4. Ask the next person in the circle: "Now it is your turn! Say your name and show your favourite movement."
5. Instruct learners to "Come, let us copy the movement and say the name all together."
6. Ask the next learner in the circle. Each learner must get a chance to say his/her name and demonstrate his/her favourite movement to the class.

## Travelling dance circle

Main part
Time: ~ 5 min

### How to play

1. Stand in a big circle.
2. Choose a learner to go to the middle of the circle: "Make a movement!"
3. Learners must: "Copy the movement and travel/move to the right for 16 counts."
4. Let the middle learner choose the next learner to go into the middle.
5. Repeat the game, but this time, "Move/ travel to the left for 16 counts."
6. Repeat the game until about 10 learners have had a chance to enter the circle. Learners must travel each time, as they copy the movement.



## Body percussion circle

Main part
Time: ~ 5 min

### How to play

1. Stand in a circle.
2. "Make your own little dance with sounds. You can use clicking your fingers, slapping your thighs, stamping your feet, whistle, anything you like!"
3. As teacher, you start. "Clap, clap, jump and clap!"
4. Let the learners do it with you.
5. Instruct the learner next to you to enter the circle. "Make your own little dance with sounds."
6. Each learner must create a different dance with sounds.

# Creative group activity

Main part
Time: ~ 15 min

## How to conduct

1. Divide your class into groups of 5.
2. "Today you are going to make a dance using verbs: jump and clap!"
3. "Choose 3 different ways to clap and 3 different ways to jump. Combine these movements together to make a dance. You will have a total of 6 movements."
4. After 5 minutes: "Can you add 1 travelling movement somewhere in your dance?"
5. Give the learners 15 minutes to work on their own dance.

# Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.

# Formations

Moving to music: Intermediate phase

## Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

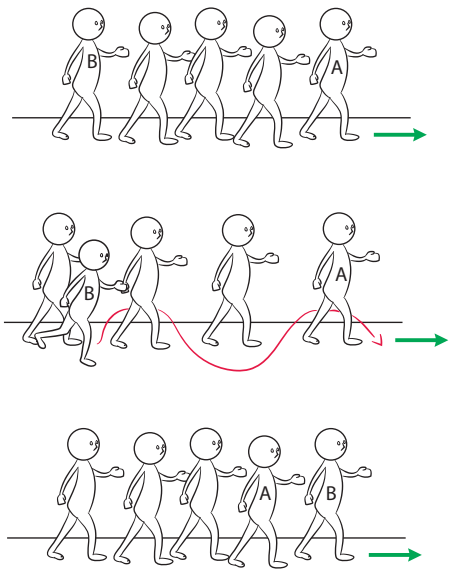
## Follow the leader

Introduction
Time: ~ 5 min

### How to play

1. Make groups of five. Choose a leader for each group. Leaders must follow instructions in an interesting way.
2. "Walk with swinging arms while you travel across the room. Follow your leader. Do not crash with another group."
3. After 30 seconds: "Back person, snake through your line to get to the front." "Now, you are the new leader."
4. "It is a party! Do party movements across the room." "Follow your leader."
5. "Back person, snake to the front."
6. "Do a funny run across the room." "Follow your leader."
7. "Back person, snake to the front."
8. "Walk backwards and wiggle." "Follow your leader."
9. "Back person, snake to the front."
10. "Make interesting turns across the room. Follow your leader."
11. "Show your favourite movements." "Follow your leader."

A: LEADER
B: PERSON AT THE BACK




## Group formations

Introduction
Time: ~ 5 min

**Accompaniment:** Play music/drums.

### How to play

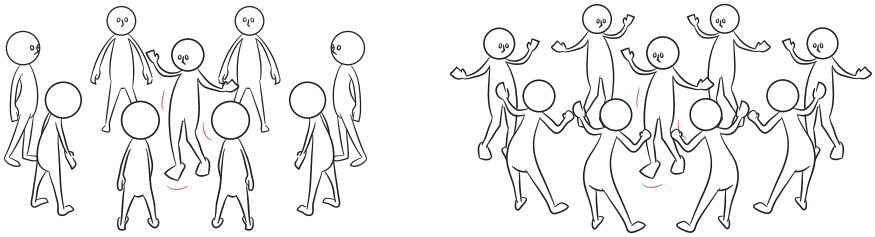
1. "Make groups of 10. You will stay in these groups for the whole activity."
2. Play music/drums: "Run around to the music." (Across entire movement area).
3. Stop music/drums: "Find your group and build a circle."
4. Play music/drums: "Dance around the room."
5. Stop music/drums: "Find your group and build a triangle."
6. Play music /drums: "Dance around the room."
7. Stop music/drums: "Stand in a line."
8. Play music/drums: "Dance around the room."
9. Stop music/drums: "Build a square in your group."
10. Play music/drums: "Dance around the room."
11. Stop music/drums: "Build a bunch of people."
12. Play music/drums: "Dance around the room."
13. Stop music/drums: "Build a cross in your group."
14. Repeat instructions 3 times.

# Dance circle

Main part
Time: ~ 5 min

## How to play

Stand in a big circle. Choose a learner to go to the middle of the circle. The chosen learner must present a movement to the rest of the learners. Learners must copy the movement. After 16 counts, the middle learner must choose another learner to go into the middle. Repeat the game until about 10 learners have had a chance to enter the circle.



# Creative group activity

Main part
Time: ~ 15 min

## How to play

1. Divide your learners into groups of 5.
2. Instruct each group: "Design a dance that has two different formations. Choose your first formation (i.e. circle / triangle). Do two movements in your first formation, then change formation with an interesting travelling movement, and do another two movements in your new formation (i.e. V / line)."
3. After 5 minutes: "Remember to add an ending."
4. Give the learners 15 minutes to design their dance.

# Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.

# Isolations

Moving to music: Intermediate phase

## Accompaniment

- Use drums or play the Boxing songfrom the CD.
- Drum at any speed and rhythm you like.

## Intro ritual

Introduction
Time: ~ 5 min

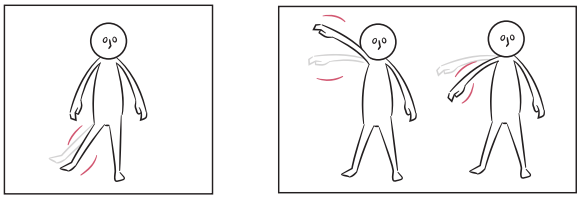
1. "Stand in a circle."
2. "Greet the learner standing next to you with a movement of your choice."

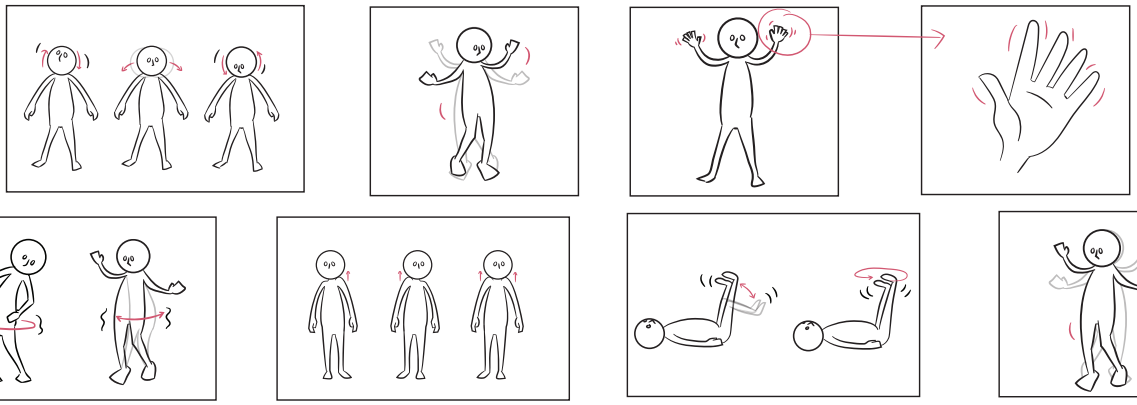
## Isolation warm-up

Introduction
Time: ~ 5 min

### How to move

1. Drum at a running pace or play a fast song.
2. "Listen carefully to hear your instructions."
3. Give learners approximately 30 seconds to explore each movement:
   - "Dance with only one leg."
   - "Dance with only one arm, high and low."
   - "Dance with your head only, high, medium and low."
   - "Dance with your whole body."
   - "Dance with your fingers only."
   - "Dance with your hips only."
   - "Dance with your shoulders only."
   - "Lie flat on your back and dance with your legs only."
   - "Dance with your whole body."





## Atom game

Introduction
Time: ~ 5 min

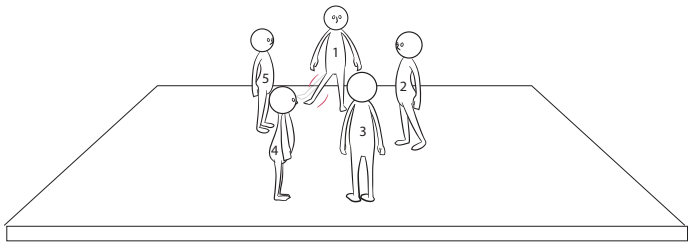
### How to play

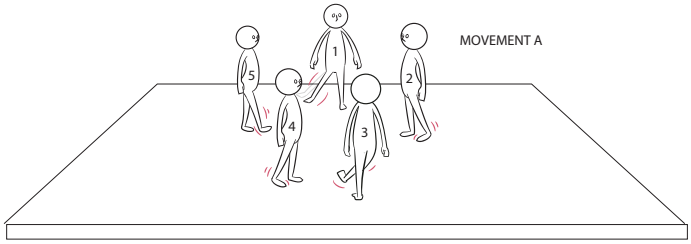
1. Let someone drum at any beat and stop whenever they like.
2. "When the music stops, you must get into groups and follow the instructions."
3. Instructions you can give every time the music stops:
   - Groups of 3: "Freeze! Only one hand and two feet touching the ground."
   - Groups of 3: "One hand and two feet."
   - Groups of 4 : "Three feet, two hands and one knee"
   - Groups of 4: "2 Bottoms, two hands and one foot."
   - Groups of 2: "1 foot and 2 hands."
   - Groups of 5: "1 head, 3 feet, 2 elbows and 4 hands."

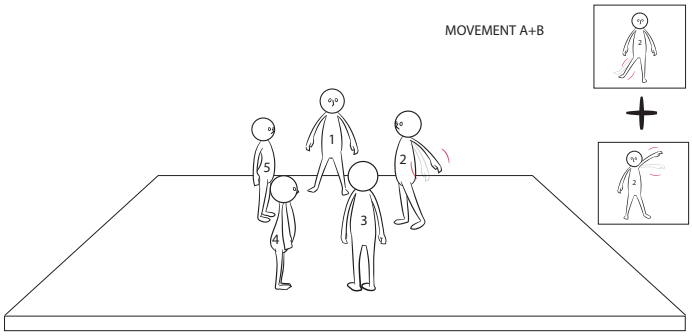
# Copy and add

Main part
Time: ~ 20 min

## How to play






1. Divide learners into groups of 5.
2. "Make a circle in your group."
3. "Number yourselves from numbers 1 to 5."
4. "Today, you must choose one body part (for example a foot, a leg, a hand, a finger or a toe) and make a movement with that body part."
5. "Person 1, choose your body part and show your movement."
6. "Group, copy the movement."
7. "Person 2, repeat movement 1 before you add your own movement."
8. "Group, copy both movements, movement 1 and 2."
9. "Person 3, start from the beginning. Do movements 1 and 2 before you add your own movement."
10. Each person must get a turn to add his/her movement to the sequence, i.e. Person 1s movement = wave the arm.
    Person 2 = wave the arm, wiggle a leg.
    Person 3 = wave the arm, wiggle a leg, circle the hips.
11. "Person 4: Start from the beginning. Do movements 1,2 and 3 before you add your own movement." Person 5 must do the same.
12. Once learners have finished the activity, instruct them: "Create a short dance with your 5 movements."
13. Provide them with approximately 3 minutes to practise their dance.
    *"It is show time!"*
    *"Sit where you are, in your group."*
14. Each group must get a chance to perform its dance to the class.

# Outro

Cool down
Time: ~ 5 min

## How to stretch

As a teacher read these instructions in a calm voice:

1. You can play a soft and relaxing song in the background or hum a slow melody.
1. "Close your eyes."
2. "Feel:
   - Your fingers hanging from the side of your body. Move them a little. Stop and relax them. Feel the weight pulling towards the ground.
   - Feel your whole arm hanging and the weight pulling from your shoulders. Move your arm a little and relax.
   - Feel your head lying on your neck. Pulling towards your chest. Feel where your head and neck are connected.
   - Move your hips only a bit and feel your spine move in your back. Imagine you draw a line along your spine.
   - Feel how your upper body weighs on your legs.
   - Move your knees a little bit and feel what reaction your upper body gives.
   - Now feel your feet. The whole weight of your body lies on the sole of your feet. Open your eyes"
3. "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts."

# Jumping and landing

Moving to music: Intermediate phase

## Accompaniment

- Use drums or choose a fast song.
- Drum at a running pace.

## Intro ritual

Introduction
Time: ~ 5 min

1. "Stand in a circle."
2. "Greet the person standing next to you with a movement of your choice."

## Musical chairs

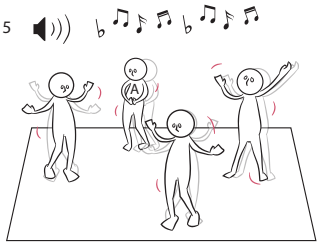
Introduction
Time: ~ 5 min

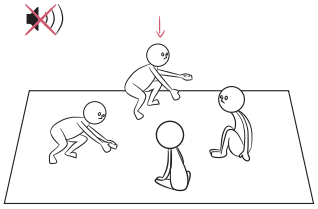
**Accompaniment:** Drum at a running pace or play a fast song

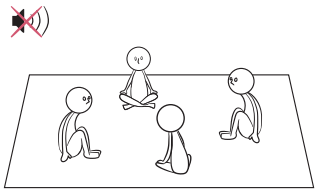
### How to play

1. "Who knows how to leap? When you jump off of one foot, fly through the sky and land on the other foot, you are leaping. Make big leaps as you fly through the sky."
2. "We are going to play musical chairs. When the music stops, you must all sit on the floor as fast you can."
3. Drum at a running pace or play a fast song. Stop and start the beat/music often.
4. "Listen to the instructions on how you must move when the music is playing."
5. Play music: "Dance around the movement area." Stop music. "Sit."
6. Play music: "Skip." Stop music. "Sit."
7. Play music: "Gallop." Stop music. "Sit."
8. Play music: "Star jumps." Stop music. "Sit."
9. Play music: "Leap through the air." Stop music. "Sit."
10. Play music: "Skip backwards." Stop music. "Sit."
11. Play music: "Leap through the air." Stop music. "Sit."
12. Play music: "Gallop sideways." Stop music. "Sit."

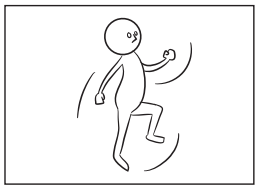
5



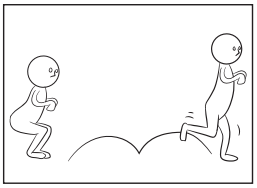




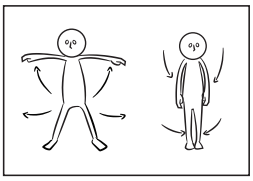
6



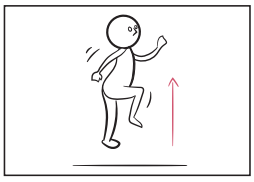
7



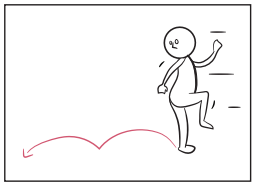
8



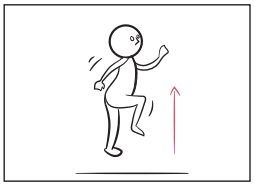
9



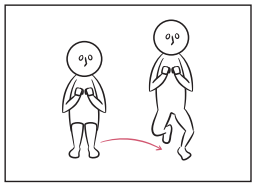
10



11



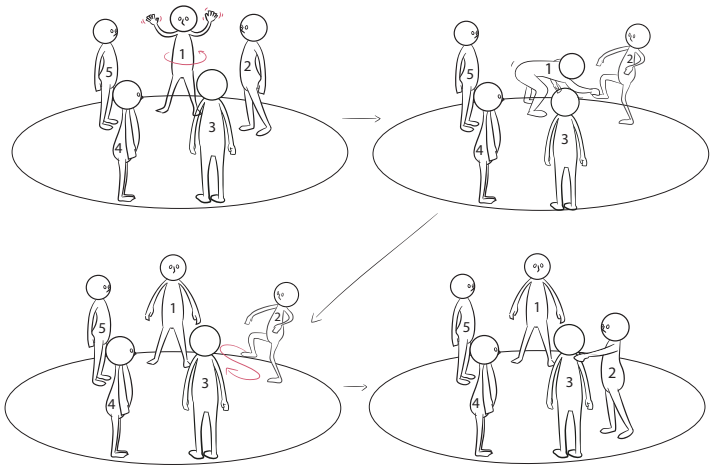
12



# Movement surprise

Introduction
Time: ~ 5 min

## How to play

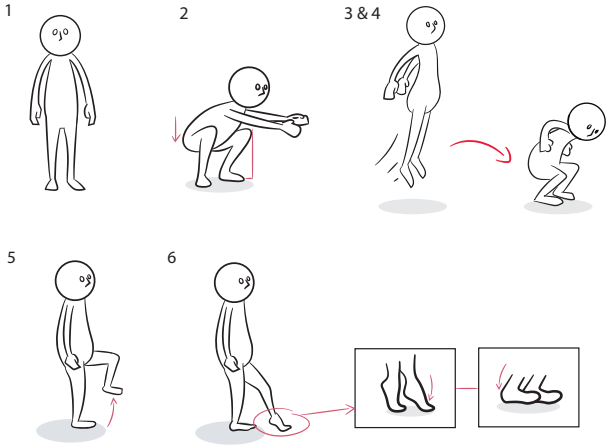


1. Place learners in groups of 5.
2. "Stand in a circle."
3. "Today, you can do any movement of your choice, but you have to start the movement with a specific body part."
4. "Person 1, do any movement of your choice. End your movement by touching a body part (i.e. arm, leg, toe, head, shoulder, knee, elbow) of the person next to you."
5. "Person 2, you must start your movement with that part of your body. End your movement by touching a different body part of person 3." i.e. Person 1: swing your arms above your head and turn, finish your movement by touching the foot of the person 2. Person 2, start a movement with your foot, like criss-cross, and end your movement by touching person 3 on his/her shoulder."
6. "Go around in your circle at least 5 times."
7. Give learners approximately 5 minutes for this activity.

# Jumping technique

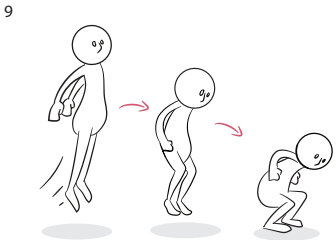
Main part
Time: ~ 5 min

## How to play




"Today we are going to learn how to jump correctly, so that you do not hurt your muscles, your ankle or your back."

1. "Stand with your feet slightly apart. Your feet should be under your hips."
2. "Bend your knees gently. Make sure your knees are behind your toes and pretend you are sitting on a chair."
3. "When we jump and land, we must land with bent knees. Jump and land 5 times."
4. "Jump and land with your knees bending over your toes." (x4)
5. "Lift your one foot off the floor."
6. "Slowly and gently, place your foot on the floor, with the ball of your foot (the front part of your foot) first, and your heels after. We call this, landing through your foot."
7. "Lift your right foot. Place it gently onto the floor, going through your foot."(x4)
8. "Lift your left foot. Place it gently on the floor going through your foot." (x4)
9. "Let us see if you can jump and land, landing through your foot, with your knees bending over your toes."



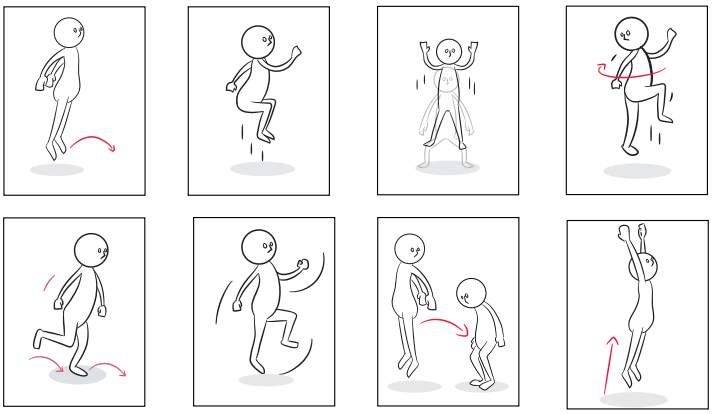

10. Let them jump and land 4 times.
11. "When you jump and land, you should carry the weight of your body in your stomach muscles. That means that when you land, you will not make a sound. You will be able to control your landing."
12. "See if you can jump and land without making a sound on the floor."(x4)
13. "Remember this technique when we do all of our jumps today."

# Different jumps

Main part
Time: ~ 5 min

## How to play

1. "Let us practise different kinds of jumps. Remember to control our landing."
   - "Leap through the air, all around the room."
   - "Jump with two feet together! Control your landing.",
   - "Jump with your two feet apart. Control your landing."
   - "Jump while turning."
   - "Gallop sideways."
   - "Hop forward on one leg.
   - "Skip on the spot."
   - "Jump backwards."
   - "Leap through the air. Fly!"



# Creative movement activity

Main part
Time: ~ 10 min

## How to play

1. Place learners in groups of 3.
2. "Choose 2 jumps in your group."
3. "Practise doing these jumps in unison (exactly at the same time). How would you know when to jump? You can all count together."
4. "How about doing a canon (starting at different times)? Person 1 jumps first, then person 2 and then person 3."
5. "Design a dance with 6 movements. You must have two different jumps in your dance. One must be done together, and the other must be done in canon."
6. Provide learners with approximately 10 minutes to practise their dance.
7. "It is show time. Sit where you are."
8. Instruct each group to show its dance to the class."

# Outro

Cool down
Time: ~ 5 min

## How to stretch

1. "Lie flat on your back."
2. "Close your eyes."
3. "Take three deep breaths in and out."
   - "Feel your feet. You feel how they relax and get heavy."
   - "Feel your lower leg become heavy as well. Feel it warm up as it relaxes."
   - "Feel your upper leg and hips become heavy."
   - "Feel your stomach and chest pulled towards the ground and become heavy."
   - "Now your arms and shoulders seem to be heavier as well."
   - "Imagine you cannot lift them from the ground."
   - "Relax your neck and head."
   - "Relax your muscles in your face. Your face feels like jelly now."
   - "Stay relaxed for a while."
   - "Now, slowly open your eyes and sit upright."
   - "Your body has its normal lightness again."
   - "Feel the energy you got from relaxing. Open your eyes."

# Isolations and movement quality

Moving to music: Intermediate phase

## Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## Name game

Introduction
Time: ~ 5 min

**Accompaniment:** Play music.

### How to play

Play music and instruct learners to run around to the beat. Give one of the following movement instructions every 30 seconds:

1. "Make the actions of your favourite sport."
2. "Run through the forest."
3. "Jump in different ways moving across the room."
4. "Crawl sideways on the floors."
5. "Run and turn, run and turn, run and turn."
6. "Swim across the room."
7. "Walk on ice."

## Freeze and copy

Introduction
Time: ~ 5 min

**Accompaniment:** Play music/drums.

### How to play

1. Play music/drums: "Move anyway you like, across your entire space."
2. Stop music/drums: "Freeze! Do not move!"
3. Repeat the above 5 times.
4. Stop music/drums: "Strike a pose!" "Make a big creative freeze position. Use high and low positions."
5. Repeat the poses 5 times.
6. "Look around the room. Copy your friend's freeze position as fast as you can."
7. Play music/drums: "Dance around the room."
8. Stop music/drums: "Pose! Copy your friend's freeze position as fast as you can."
9. Repeat the above 5 times.

## Mirror mirror

Main part
Time: ~ 10 min

### How to play

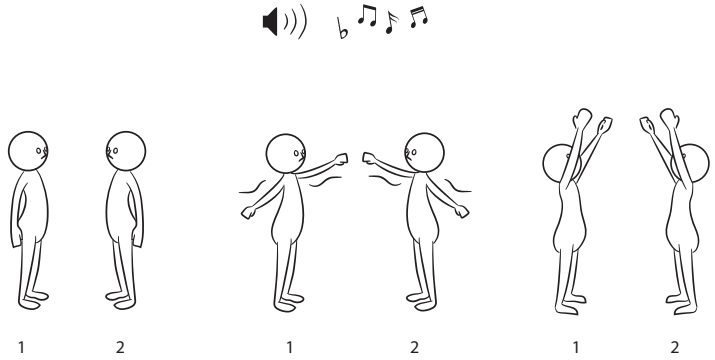
Two partners face each other. One learner is the "the person" and the other "the mirror". Movements must be slow (no fast movements).

1. "Stand facing your partner with a small space between you."
2. "Choose 'the person'."
3. Play slow music/drums: "Person, show any slow movements."
4. "Mirror, copy the movements as precisely as you can."
5. After 1 minute: "Swap around! Mirror, now you lead. Make different slow movements. Make sure that your partner is mirroring you."
6. After 1 minute: "Change leaders again. Now, stand still and try to move only your head. Only head movements are allowed."
7. "Only upper body movements are allowed."
8. "Change leaders again."
9. "Only use your lower body part."

# Mirror mirror

Continued

10. “Only fluent and slow movements.”
11. “Try to move as big as you can. Only big movements are allowed.”
12. “Move jerky! Move like a robot!”
13. “Do happy movements.”
14. “Do sad movements.”
15. “Change leader.”
16. “Pretend that you are scared. Do movements as if you are scared.”
17. “Excited movements!”
18. “Pretend that you are thinking movements.”




# Creative group activity: Move to mood

Main part
Time: ~ 10 min

## How to play

1. Divide your class into groups of 5.
2. Instruct your learners: “In your group, create a dance where you show two different moods: angry and excited. Choose 2 angry movements, and 3 excited movements. Combine them together in a dance.”
3. “Use your whole body and facial expressions.”
4. Give learners 10 minutes to practice.

# Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.

# Dance technique and repertoire

Moving to music: Intermediate phase

## Accompaniment

- Play/sing any song of your choice
- Play any pace and rhythm of your choice

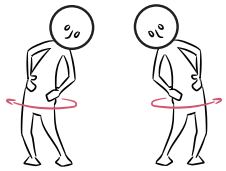
## Mobilisation and isolations

Introduction
Time: ~ 5 min

### How to play

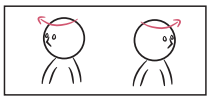
1. Hula hoops: Stand with your legs a bit wider apart and make hula hoop circles with your hips. Circle 5 times in one direction, then 5 times in the other direction.
2. Neck movements:
   a. Look straight ahead. Drop your right ear to your right shoulder. Repeat the same head movement to the left side.
   b. Move your head to look over your right shoulder. Repeat over the left shoulder.
   c. Move your head to look down to the floor, and then look up to the ceiling.
3. Ankle twists: Lift one foot off the floor. Roll the foot in circles as you keep the leg and the knee still. Circle your ankles 5 times in one direction and 5 times in the other direction. Now, lift the other foot and repeat the same movements.
4. Shoulders:
   a. Lift your right shoulder up and down. Then, lift your left shoulder up and down. Repeat both 5 times. Then, lift both shoulders up and down at the same time.
   b. Roll your shoulders backwards. Start with small circles and make them bigger each time. Repeat the movements but now roll your shoulders forward.
5. Roll down:
   a. Stand with your legs slightly apart. Relax and bend your knees.
   b. Slowly drop your chin to your chest.
   c. Hang your arms and your body forward.
   d. Bend your knees slightly. Keep your head tucked in.
   e. Roll your body slowly all the way down to the floor. Try to touch the floor.
   f. Slowly reverse and roll back up again. Bend your knees. Keep your head tucked in. Last thing to come up is your head.

1

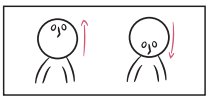


2a

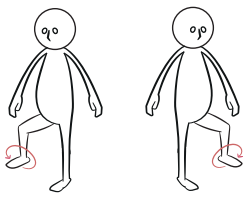
b



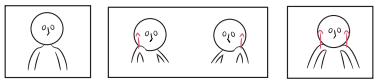
c



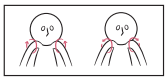
3



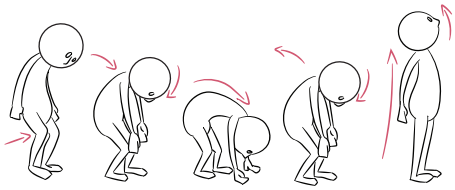
4a



b



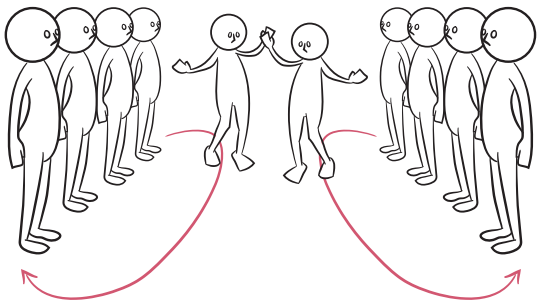
5



## Soul train

Introduction
Time: ~ 5 min

### How to play



1. Instruct learners to stand in two lines facing each other. Allow for a space of approximately 1.5 meters between the 2 lines.
2. "The front two learners start. Partners must travel/dance together in the space between the other learners until they reach the end of the line."
3. "When you arrive at the end, join the other learners and stand in the line."
4. Allow the next partners in the front of the line to do the same.
5. Each couple should have a turn.
6. "Change partner for the next round."
7. Wait 8 counts before the next group starts.

## Freeze number 1, 2 and 3

Main part
Time: ~ 5 min

**Accompaniment:** Play music/drums.

### How to play

Play music/drums. Instruct learners: "Move anyway you like to the beat of the song."

1. Stop the music/drums: "Freeze! This freeze position is your position one. Remember your position 1!"
2. Play music/drums: "Move!"
3. Stop music/drums: "Position 1!"
4. Play music/drums: "Move!"
5. Stop music/drums: "Freeze in a different position. This is your position 2. Remember position 2!"
6. Play music/drums: "Move on the floor."
7. Stop the music/drums: "Freeze on the floor. This is position number 3."
8. "Repeat your 3 freeze positions."
9. Ask them: "Can you change quickly from position 1 to position 2 to position 3?"

## Creative group activity

Main part
Time: ~ 15 min

### How to play

1. Divide your class into groups of 5.
2. "Choose a sport. Choose 4 different movements to portray that particular sport. Add 4 different freezes from the previous exercise. Combine them together to create a dance."
3. "Ensure that each movement flows smoothly from one movement into the next. Add an ending position."
4. Give the learners 15 minutes to work on their own dance sequence.

## Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class. Learners can guess the chosen sport after each performance.

# Shape

Moving to music: Intermediate phase

## Accompaniment

- Use drums or play the Touch song from the CD.
- Drum at any speed and rhythm you like.

## Intro ritual

Introduction
Time: ~ 5 min

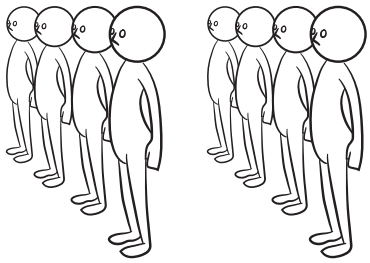
1. "Stand in a circle."
2. "Greet the learner standing next to you with a movement of your choice."

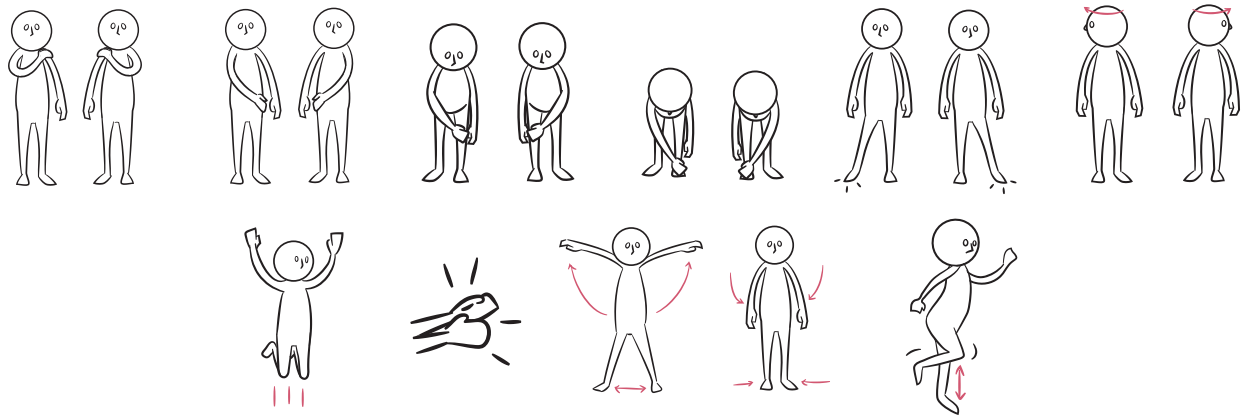
## Touch song

Introduction
Time: ~ 5 min

### How to play

1. "Stand in 2 lines. Every learner should have a partner. One learner facing the back of his/her partner."
2. "Let us do some new movements."
   - "Touch your own shoulders, one hand at a time. Use your right hand to touch your left shoulder, and your left hand to touch your right shoulder. Touch your shoulders four times across your body."
   - "Touch your own hips, one hand at a time, across your body."
   - "Touch your own knees, one hand at a time, across your body."
   - "Touch your own toes, one hand at a time, across your body. (If you cannot reach your toes, bend your knees a little)."
   - "Tap your right foot."
   - "Tap your left foot."
   - "Turn your head to the side."
   - "Turn your head to the other side."
   - "Jump!"
   - "Clap!"
   - "Star jump!" (Jump with your feet open, jump with your feet closed. Open your arms as you jump open, drop your arms next to your body as you jump close).
   - "Run on the spot."
   - Repeat the whole sequence from the top.





# Touch song

Continued

Follow the instructions of the Touch song. You can either play the Touch song from the CD or use drums and sing the lyrics below:

Touch your shoulder on the left
Touch your shoulder on the right
Now let's do it double time
Touch, touch, left
Touch, touch, right

Touch your hip on the left
Touch your hip on the right
Now let's do it double time
Left hip, right hip
Hip hurray!

Hands on your knees now
Hold it there
Criss cross over if you dare
Hands on your knees now
Hold it there
Criss cross over if you dare

Reach for your feet now
Touch your toes
Left foot, right foot, touch those toes
Reach for your feet now
Touch your toes
Left foot, right foot, touch those toes

Tap your left foot to the side
Tap your right foot to the side
Tap your left foot to the side
Tap your right foot to the side

Turn your head from side to side
To the left and to the right
Turn your head from side to side
To the left and to the right

Let's jump forward, come on jump
To the right now, come on jump
Let's jump backwards, come on jump
To the left now, one big jump!

Clap your hands now 1-2-3-4
Clap your hands now, clap some more
Slap your knees now, 1-2-3-4
Slap your knees now, slap some more

Shake your bottom 1-2-3-4
Shake – shake – shake and wiggle
Stamp your feet now 1-2-3-4
Stamp, stamp, stamp on the floor

Ready for a star jump?
Jump, jump, jump, jump
Open wider and let's jump
Jump, jump, jump, jump

Walk like a tortoise, really slow
See how slowly you can go
Walk like a tortoise, really slow
See how slowly you can go

Be a rabbit, speed it up
Faster, faster, up-up-up
Now be a rabbit, speed it up
Faster, faster, up-up-up

Now we've done this funny song
Touching, jumping, having fun
Clapping, laughing all day long
Party time for everyone
Touch, touch!

# The artist and its clay

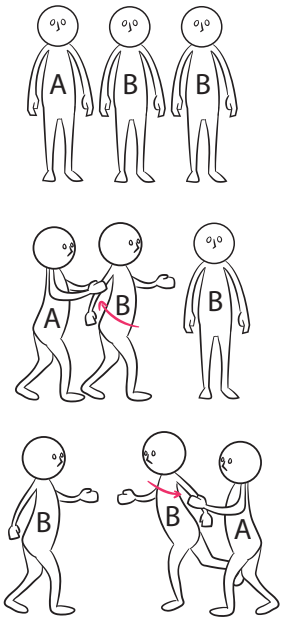
Main part
Time: ~ 15 min

## How to play

"Do you know that an artist uses clay to make sculptures. Today, you are all going to be artists."

1. Place learners into groups of three.
2. "Choose an artist for each group."
3. "Artists, you must create your masterpiece."
4. "The other two learners may not move until the artist moves them."
5. "Artist, you can move the other two learners to create your masterpiece, one body part at a time."
6. "Group, you must remember your positions."
7. "Create a sculpture of someone fetching water."
8. "Create a sculpture of two people playing outside."
9. "Change artist."
10. "Create a sculpture of two people doing their homework."
11. "Create a sculpture of an elephant."
12. "Change artist."
13. "Create a sculpture of a boxing match"
14. "Create a sculpture of a donkey."
15. "Create a sculpture of a bicycle."
16. Once learners have sculpted all these positions, play a game with them.
17. "In your group, see how fast you can go into your positions:"
    - "Someone fetching water."
    - "Two people playing outside."
    - "Two people doing their homework."
    - "An elephant"
    - "A donkey"
    - "A bicycle"
    - "A boxing match"

A: ARTIST
B: CLAY SCULPTURES




# Creative movement activity

Main part
Time: ~ 10 min

## How to play

1. "Join with another group."
2. "See if you can build one elephant with 6 people."
3. "Build a motorcar with 6 people."
4. "Build a train with 6 people."
5. "Build an aeroplane with 6 people."
6. "Build a spider with 6 people. See if you can make your spider walk."
7. As teacher, choose 3 or 4 of the most creative groups, and instruct learners to watch their sculptures.

# Outro

Cool down
Time: ~ 5 min

## How to stretch

As teacher read these instructions in a calm voice.

1. "Close your eyes."
2. "Imagine:
    - You are lying on the field and looking up to the sky.
    - You feel a wind twirling through the air.
    - Imagine you can ride on the wind.
    - Blow through the tall grass, making funny shapes.
    - Twirl along the river, splashing up some water with your force.
    - Ride the wind to the trees, shaking up the leaves and butterflies.
    - Spin and turn with the wind through the sand.
    - Feel how the wind carries you back to your school, where you are now, and puts you down softly.
    - Thank you for the ride.
    - Open your eyes."
3. "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts."

# Isolating rhythms

Moving to music: Intermediate phase

## Accompaniment

- No accompaniment needed.

## Intro ritual

Introduction
Time: ~ 5 min

1. "Stand in a circle."
2. "Greet the learner standing next to you with a movement of your choice."

## Rhythmic response

Introduction
Time: ~ 5 min

### How to play

1. "See if you can dance to the short and long sounds (the rhythm) of the drum."
2. Drum/clap the rhythm of the following words:
   - River, river, river, river, river, river, river, river
     - » Continue the rhythm for 1 minute and let the learners explore different movements.
   - Watermelon, watermelon, watermelon, watermelon
     - » Continue the rhythm for 1 minute and let the learners explore different movements.
   - Samp and beans, samp and beans, samp and beans, samp and beans
     - » Continue the rhythm for 1 minute and let the learners explore different movements.
   - Vuyokazi, Vuyokazi, Vuyokazi, Vuyokazi
     - » Continue the rhythm for 1 minute and let the learners explore different movements.
   - Hospital, hospital, hospital, hospital
     - » Continue the rhythm for 1 minute and let the learners explore different movements.

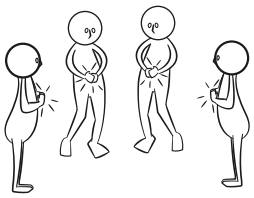
## Words have rhythm

Main part
Time: ~ 25 min

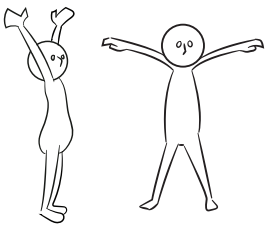
### How to play

1. "Words have a rhythm. Rhythm is a combination of long and short sounds. Can you clap the rhythm of your favourite food?"
   - "What about Apple? If we clap Apple it has two medium sounds: A-pple (-- --)."
   - "What about Potato? Say the word out loud and clap. Potato (-- ----- --)."
   - "Which food do you not like? How many long and short sounds does that word have?"
2. "Find a partner."
3. "Repeat the names of the food that you like a few times, and say them out loud."
4. "Clap the short and long sounds of your names."
5. "Can you shoot your arms out to the rhythms?"
6. "Can you and your partner move to the rhythm?" (i.e. Chicken)

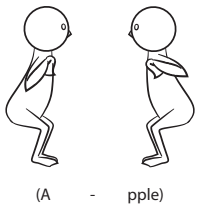
4 KA - ZI ( )



5 Carrot



6 Apple



# Words have rhythm

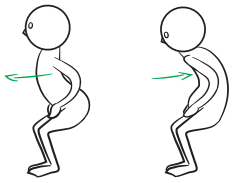
Continued

7. "Can you swing your arms to the rhythm?"
8. "Can you move your chest back and forth to the rhythm?"
9. "How about turning to the rhythm of the name?
10. "Combine your favourite food and your partner's favourite food together to form a longer rhythm. For example, Sweet potato (----- -- --- ---) and Curry and rice (-- -- ------ ---). Design a dance to the rhythm of the two foods."
11. Provide learners with some time to design their dance.
12. After 4 minutes: "Join another group."
13. "In your group of 4, join the names and the dances together to form one long dance."
14. Provide learners with approximately 5 minutes to practise their dance.
15. *"It is show time. Sit where you are in your group."*
16. Instruct each group to show its dance to the class.

7 Potato

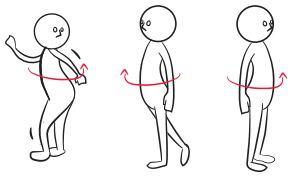
(Po - ta - to)

8 Yoghurt



(Yo - ghurt)

9 Curry & rice



(Cu - rry - rice)

# Outro

Cool down
Time: ~ 5 min

## How to stretch

As a teacher read these instructions in a calm voice.

1. "Close your eyes. Lie down and imagine:
   - You are lying on a warm surface.
   - It feels very soft and smooth like sand.
   - Suddenly, your arms start to feel very light. Lighter, light until they start floating in the air.
   - Your legs become light as well. Lighter. You can feel how they are being raised from the ground.
   - Your chest and stomach are light and feel weightless.
   - What is that? Suddenly you see you are floating in the air. Only a little bit from the ground.
   - After a bit, you start sinking to the ground again.
   - Slowly and gently, your body touches the floor.
   - Your stomach and chest become heavier again and you feel the touch from the surface.
   - Now your legs have a weight again.
   - Even your arms come back to the ground.
   - You feel your own weight pressing against the ground again. Open your eyes."
2. "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts."

# Direction and pace

Moving to music: Intermediate phase

## Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## Move! But how?

Introduction
Time: ~ 5 min

**Accompaniment:** Play music/drums.

### How to move

Play music/drums and instruct learners: "Dance around the movement area." Give one of the following movement instructions every 30 seconds:

1. "Fly like an airplane."
2. "Run on ice."
3. "Make a train."
4. "Rush to the bus."
5. "Drive your car."
6. "Lie on your back and ride a bicycle."
7. "Walk under water."
8. "Swim backwards."
9. "Walk barefoot on stones."
10. "Walk with a thorn in your foot."

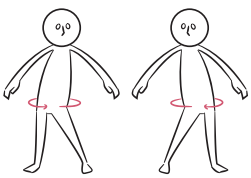
## Mobilisation and isolations

Main part
Time: ~ 10 min

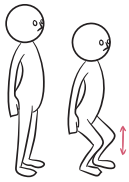
### How to move

1. Hula hoops: Stand with your legs a bit wider apart and make hula hoop circles with your hips. Circle 5 times in one direction, then 5 times in the other direction.
2. Knee bounces
   a. Stand with your feet apart.
   b. Gently bend your knees slightly over your toes.
   c. Gently stretch your knees.
   d. Keep posture tall as you do the knee bounces.
   e. Repeat knee bounces 8 times.
3. Neck movements:
   a. Continue with the knee bounces and try to add your neck movements while you do the knee bounces.
   b. Bounce your knees as you:
      i. Look straight ahead for 4 counts.
      ii. Drop your right ear to your right shoulder for 4 counts.
      iii. Look straight ahead for 4 counts.
      iv. Drop your left ear to your left shoulder for 4 counts.
4. Ankle twists: Lift one foot off the floor. Roll the foot in circles as you keep the leg and the knee still. Circle your ankles 5 times in one direction and 5 times in the other direction. Now, lift the other foot and repeat the same movements.
5. Shoulders:
   a. Roll your right shoulders backwards 4 times.
   b. Roll your left shoulder backwards 4 times.
   c. Roll both shoulders simultaneously 4 times.
   d. Repeat a-c with forward shoulder rolls.

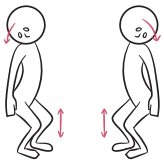
1



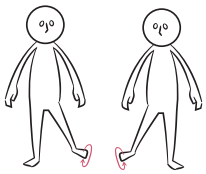
2



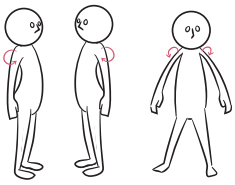
3



4



5

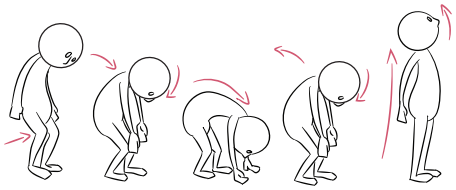


# Mobilisation and isolations

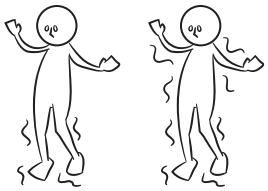
Continued

6. Roll down:
   a. Stand with your legs slightly apart with the above posture.
   b. Relax and bend your knees. Knees must bend over your toes.
   c. Lengthen your spine even if your knees are slightly bent.
      i. Slowly drop your chin to your chest.
      ii. Hang your arms and your body forward.
      iii. Bend your knees slightly. Keep your head tucked in.
      iv. Roll your body slowly all the way down to the floor. Try to touch the floor.
   d. Slowly reverse and roll back up again.
      i. Bend your knees.
      ii. Keep your head tucked in.
      iii. Last thing to come up is your head.
      iv. Lengthen your spine to the ceiling, shoulders down.
   e. Repeat the rolling down and up 8 times.
7. Stand up
   a. Shake out your feet, knees and legs.
   b. Shake your body and arms.

6



7



# Move to the beat

Main part
Time: ~ 5 min

**Accompaniment:** Play music/drums.

## How to move

Play music/drums. Instruct learners: “Dance anyway you like, travelling across the whole movement area.” Give one of the following instructions every 15 seconds:

1. “Dance backwards.”
2. “Dance sideways.”
3. “Switch between dancing forwards, backwards and sideways. You can decide when you want to change direction.”
4. “Dance slowly.”
5. “Switch between dancing slow and dancing fast. You decide when you want to change your speed.”
6. “Add a freeze position every 8 counts. So, dance and then pose for 3 seconds. Fall and roll on the floor between your movements.”
7. “Combine all the actions: backwards/forwards/sideways, change your speed, falling, pose and go.”

# Creative group activity

Main part
Time: ~ 10 min

## How to conduct

Divide your class into groups of 5. Instruct your learners to create a dance sequence with the following instructions:

1. “Choose 4 different movements of your choice.”
2. “Two movements must be slow and two movements must be fast.”
3. “Add 2 different directions to the dance.”
4. “Combine your movements together to a flowing sequence. Add an ending.”
5. Give the learners 10 minutes to practice.

# Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.

# Copying and combining movements

Moving to music: Intermediate phase

## Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## Freeze 'n copy

Introduction
Time: ~ 10 min

**Accompaniment:** Play music/drums.

### How to play

1. Play music/drums: "Move freely to the music." (Move across entire area).
2. Stop music/drums: "Freeze! Do not move!"
3. Repeat the above 5 times.
4. Play music/drums: "Move!"
5. Stop music/drums: "Pose!" (A big creative freeze position, "use your arms and levels.").
6. As teacher, choose your favourite pose and instruct your learners: "Copy (e.g Vuyo's) position as fast as you can."
7. Play music/drums: "Dance!"
8. Stop the music: "Pose!"
9. "Copy (e.g Siphe's) position."
10. Repeat the above 10 times. Choose a different learner each time.

## Travelling dance circle

Introduction
Time: ~ 5 min

### How to play

1. Stand in a big circle.
2. Choose a learner to go to the middle of the circle and "Make a movement."
3. Learners must: "Copy the movement and travel/move to the right for 16 counts."
4. Let the middle learner choose the next learner to go into the middle.
5. Repeat the game, but this time: "Move/ travel to the left for 16 counts."
6. Repeat the game until about 10 learners have had a chance to enter the circle. Learners must travel each time as they copy the movement.

## Group puzzle dance

Introduction
Time: ~ 15 min

### How to play

1. Divide your class into groups of 5.
2. Instruct each group to design a dance. "Today, each learner must get a chance to suggest one movement. In total, your dance will have 5 movements. One from each learner in your group."
3. Give learners 15 minutes to design their own dance.

## Cool down

Cool down
Time: ~ 10 min

**Instruct** each group to present its dance to the class.

# Creativity development and shapes

Moving to music: Intermediate phase

## Accompaniment

- Use drums or any song of your choice.
- Drum at any speed and rhythm you like.

## Intro ritual

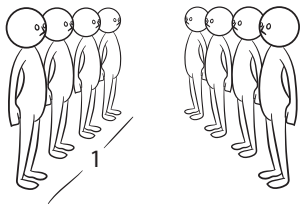
Introduction
Time: ~ 5 min

1. "Stand in a circle."
2. "Greet the learner standing next to you with a movement of your choice."

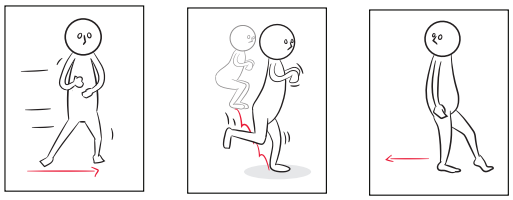
## Mirroring

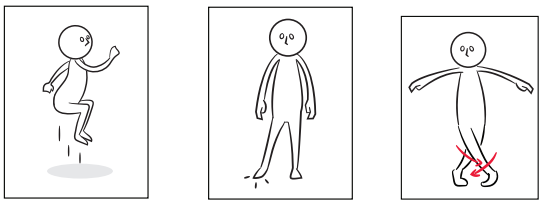
Introduction
Time: ~ 5 min

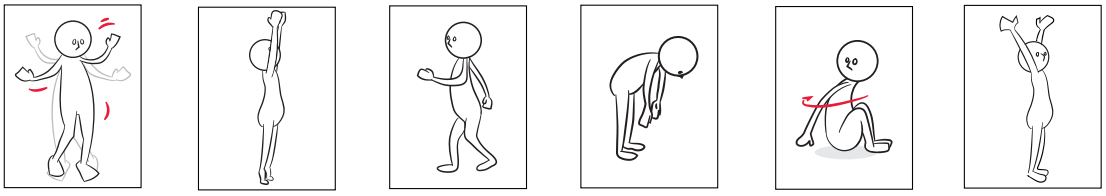
### How to play




1. "Stand in two lines facing each other."
2. "Choose a leader and a mirror."
3. "Mirror, you must mirror your leader."
4. "Leader, follow my instructions."
   - "Slide to the one side" (x8) "Mirror, do not forget to mirror the feet, body, head and arms of your leader."
   - Gallop to the other side." (x8)
   - "Slowly, tiptoe backwards." (x8)
   - "Do any movement." (x8)
   - "Stamp, stamp, stamp."
   - "Criss-cross"
   - "Do any fast movement."
   - "Stretch slowly."
   - "Do any other slow movement."
   - "Slowly, shrink to the floor."
   - "Turn on the floor",
   - "Shoot out your arms!"
   - "Change over! Leader, you are now the mirror."
   - Repeat the above instructions.







## Pose game

Main part
Time: ~ 10 min

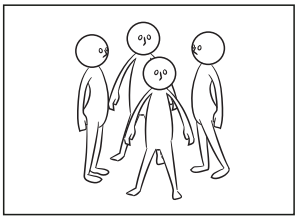
### How to play

1. Drum or play any song. Stop and start the beat, often.
2. "Dance around the room, when the beat stops, you must make a group, and make a position within your group. Hold every position for at least 8 counts. Listen carefully to each instruction."
3. Play and stop the beat, reading a different instruction each time the music stops:
   - "Groups of 3. Triangle."
   - "Groups of 4. Diamond."
   - "Groups of 5. Lie on the ground and make a circle."
   - "Groups of 6. Make a star with all your arms."
   - "Groups of 2. Make a heart."

# Action words scenes

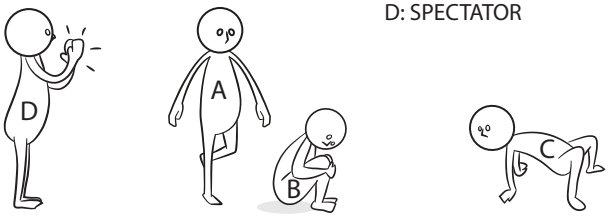
Main part
Time: ~ 15 min

## How to play



1. Place learners in groups of 4.
2. "Let us design a picture (scene) for each action phrase."
   - "If I say the first action phrase is 'picking up trash', what does it need?"
     - » "Person 1 picks up trash."
     - » "Person 2 pretends to be the trash."
     - » "Person 3 is a black plastic bag."
     - » "Person 4 can be the truck driver that picks up the trash."
   - "How about playing soccer? The 4 things in this scene could be:
     - » A soccer player,
     - » A ball
     - » The goal post
     - » The spectator."

A: SOCCER PLAYER
B: BALL
C: GOAL POST
D: SPECTATOR




3. "In your group, think of your own 4 things to create a scene for the following."
   - Doing your homework.
     - » Give learners some time to figure out their scene (and their movements).
     - » "Repeat your movement or position for 20 seconds."
     - » As teacher, choose 2 groups to show their scene to the class.
   - Paint a picture.
     - » Give learners some time to figure out their scene (and their movements).
     - » "Repeat your movement or position for 20 seconds."
     - » As teacher, choose 2 groups to show their scene to the class.
   - Hanging up laundry to dry.
     - » Give learners some time to figure out their scene (and their movements).
     - » "Repeat your movement or position for 20 seconds."
     - » As teacher, choose 2 groups to show their scene to the class.
4. "In your group, choose your favourite scene of the day. Each scene has three movements (one movement per person). Let everybody in your group do the three movements together, as a dance."
5. "Repeat the dance 4 times."
6. After 2 minutes: "Choose another scene of the day. A second scene that you enjoyed."
7. "Let everybody in your group do the three movements together as a dance. "
8. "Repeat the dance 4 times."
9. After 2 minutes: "Add all 6 movements together to make one long dance."
10. After 2 minutes: "Can you add different levels to your dance?"
11. Give the learners some time to practise.
    "It is show time. Sit down where you are in your group."
12. Let each group have a turn to show its dance to the class.

# Outro

Cool down
Time: ~ 5 min

## How to stretch

As a teacher read these instructions in a calm voice:

1. "Close your eyes."
2. "Imagine:
   - The colour blue.
   - The water, the sky, a bird, a butterfly and blue flowers.
   - What if your home was blue?
   - Blue door, blue windows, blue pots, blue mattress, blue fire.
   - Imagine you are at your blue home.
   - Suddenly, your whole body is turning blue. Your fingers, hands, arms, shoulders, body, legs, feet and toes.
   - Even your parents and siblings are all of the sudden blue.
   - A soft wind blows through the streets. And blows all the colours away again.
   - Everything is its normal colour again.Open your eyes."
3. "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts." Repeat the deep breathing 3 times.

# Isolations

Moving to music: Intermediate phase

## Accompaniment

- Use drums
  .
- Drum at any speed and rhythm you like.

## Intro ritual

Introduction
Time: ~ 5 min

1. "Stand in a circle."
2. "Greet the learner standing next to you with a movement of your choice."

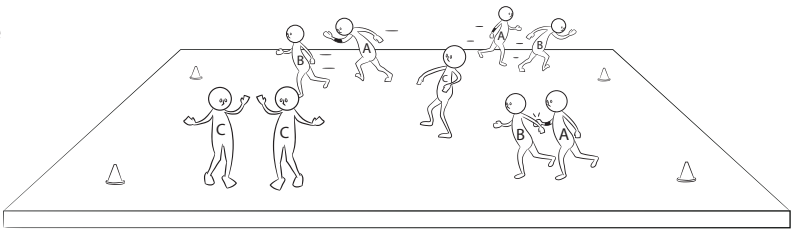
## Touchies

Introduction
Time: ~ 5 min

### How to play

1. Choose 2-3 leaders.
2. "The leaders must touch the other class members on a particular body part."
3. "If you are touched, you must freeze. The body part that was touched is the only part that can move."
   i.e. if your leg has been touched, everything must freeze except for your leg.
4. "You can free someone by copying his/her freeze position and holding it for 3 seconds."
5. After 2 minutes, change leaders.

A: LEADERS/CATCHERS
B: RUNNERS
C: FROZEN



## Favourite moves

Main part
Time: ~ 15 min

### How to play

1. "Find a partner."
2. "With your partner, choose your 2 favourite movements with your upper body. In other words, you can use only your arms, hands, chest, head or shoulders."
3. Provide learners some time to think.
4. "Now choose your 2 favourite movements with your lower body. In other words, you can use only your hips, legs, feet, knees and toes."
5. Provide learners some time to think and be precise.
6. "Join another group."
7. "Teach your 4 favourite movements to your partner."
8. "Add your 8 movements together to make a dance."
9. After 3 minutes: "Add an ending position."
   It is show time. Sit where you are
10. Instruct each group to show its dance.

# Freestyle

Main part
Time: ~ 10 min

## How to play

1. Let someone drum at any pace and rhythm.
2. "Stand where you are. Let us freestyle!"
   Let the learners dance approximately 2 min with their upper body.
   Let the learners dance approximately 2 min with their lower body.
3. Make groups of 6.
4. Stand in a circle.
5. Let the learners dance approximately 2 min with their upper body.
6. Let the learners dance approximately 2 min with their lower body.
7. "Take turns. Let each person have a chance to go into the middle of the circle and show his/her favourite upper or lower body movement of the day."

# Outro

Cool down
Time: ~ 5 min

## How to stretch

1. "Lie flat on your back."
2. "Close your eyes."
3. "Take three deep breaths in and out."
   - "Feel your feet. You feel how they relax and get heavy."
   - "Feel your lower legs become heavy as well. Feel it warm up as it relaxes."
   - "Feel your upper legs and hips become heavy."
   - "Feel your stomach and chest pulled towards the ground and become heavy."
   - "Now, your arms and shoulders seem to be heavier as well."
   - "Imagine you cannot lift them from the ground."
   - "Relax your neck and head."
   - "Relax your muscles in your face. Your face feels like jelly now."
   - "Stay relaxed for a while."
   - "Now, slowly open your eyes and sit upright."
   - "Your body has its normal lightness again."
   - "Feel the energy you got from relaxing."

# Assessment: Moving to music

First and last name: _____

Date: _____

Class: _____

**Rating:**

**3 points:** Meets the expectations with excellence

**2 points:** Meets the expectations

**1 point:** Meets not all the expectations

**0 points:** Didn't meet any expectations

| | Term 1 | Term 2 | Term 3 | Term 4 |
|---|---|---|---|---|
| 1) Participation | | | | |
| 2) Creativity | | | | |
| 3) Coordination | | | | |
| 4) Musicality / Rhythmic ability | | | | |
| 5) Togetherness (being in sync.) | | | | |
| 6) Social interactive skills | | | | |
| 7) Physical endurance / concentration | | | | |
| **Total points:** | | | | |
| **Mark:** | | | | |

General comments: _____

| Rating Code | Description of Competence | Percentage |
|---|---|---|
| 7 | Outstanding achievement | 80 - 100 |
| 6 | Meritorious achievement | 70 - 79 |
| 5 | Substantial achievement | 60 - 69 |
| 4 | Adequate achievement | 50 - 59 |
| 3 | Moderate achievement | 40 - 49 |
| 2 | Elementary achievement | 30 - 39 |
| 1 | Not achieved | 0 - 29 |

# LESSON PLANS FOR

# Grade 6

Health & Hygiene and Nutrition

Physical Education

Moving to Music

KaziKidz

Teaching Material for Schoolchildren

# Lesson tracker

## Moving to Music - Grade 6

| This overview table should facilitate the tracking of the lessons and assessments | | | | |
|---|---|---|---|---|
| **Component** | **Term** | **Week** | **Lesson Content** | **Date** |
| Moving to music | Term 1 | 1 | Lesson 1: Directions and movement repertoire | |
| | | 2 | Lesson 2: Movement repertoire and isolations | |
| | | 3 | Lesson 3: Movement vocabulary and contrasting movements | |
| | | 4 | Lesson 4: Movements and force | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | 7 | Lesson of your choice | |
| | | 8 | Lesson of your choice | |
| | Term 2 | 1 | Lesson 5: Rhythm and body percussion | |
| | | 2 | Lesson 6: Movement variations and levels | |
| | | 3 | Lesson 7: Force and creativity | |
| | | 4 | Lesson 8: Levels of movement | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | 7 | Lesson of your choice | |
| | | Assessment: Moving to music | | |
| | Term 3 | 1 | Lesson 9: Isolations and movement repertoire | |
| | | 2 | Lesson 10: Musicality and directions | |
| | | 3 | Lesson 11: Coordination and freeze | |
| | | 4 | Lesson 12: Coordination | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | 7 | Lesson of your choice | |
| | | 8 | Lesson of your choice | |
| | Term 4 | 1 | Lesson 13: Body percussion | |
| | | 2 | Lesson 14: Formations and freezes | |
| | | 3 | Lesson 15: Isolation and coordination | |
| | | 4 | Lesson 16: Coordination combination with levels and force | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | 7 | Lesson of your choice | |
| | | Assessment: Moving to music | | |

*Lesson of your choice: Repeating, combining or mixing the *KaziKidz* lessons or/and implementing your own ideas and activities

# Directions and movement repertoire

Moving to music: Intermediate phase

## Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## Run to the beat

Introduction
Time: ~ 5 min

**Accompaniment:** Play music/drums.

### How to play

Play music/drums. Instruct learners: "Run across the entire movement area." Give one of the following instructions every 30 seconds:

1. "Run backwards."
2. "Run sideways."
3. "Run forward."
4. "Change your run to a skip."
5. "Skip backwards."
6. "Skip sideways."
7. "Skip with a friend."
8. Repeat instructions in a different order.

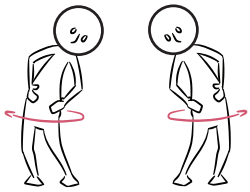
## Mobilisation and isolations

Main part
Time: ~ 10 min

### How to move

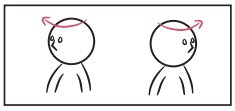
1. Hula hoops: Stand with your legs a bit wider apart and make hula hoop circles with your hips. Circle 5 times in one direction, then 5 times in the other direction.
2. Neck movements:
   a. Look straight ahead. Drop your right ear to your right shoulder. Repeat the same head movement to the left side.
   b. Move your head to look over your right shoulder. Repeat over the left shoulder.
   c. Move your head to look down to the floor, and then look up to the ceiling.
3. Ankle twists: Lift one foot off the floor. Roll the foot in circles as you keep the leg and the knee still. Circle your ankles 5 times in one direction and 5 times in the other direction. Now, lift the other foot and repeat the same movements.
4. Shoulders:
   a. Lift your right shoulder up and down. Then, lift your left shoulder up and down. Repeat both 5 times. Then, lift both shoulders up and down at the same time.
   b. Roll your shoulders backwards. Start with small circles and make them bigger each time. Repeat the movements but now roll your shoulders forward.

1

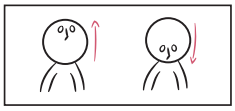


2a

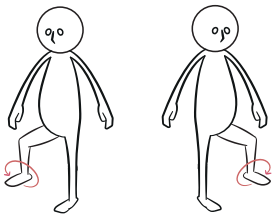
b



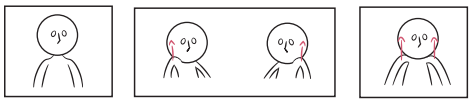
c



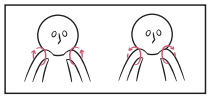
3



4a



b

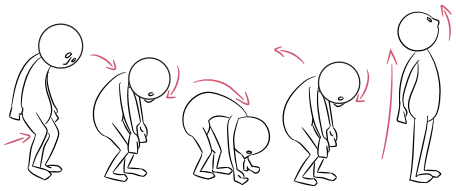


# Mobilisation and isolations

Continued

5. Roll down:
   a. Stand with your legs slightly apart. Relax and bend your knees.
   b. Slowly drop your chin to your chest.
   c. Hang your arms and your body forward.
   d. Bend your knees slightly. Keep your head tucked in.
   e. Roll your body slowly all the way down to the floor. Try to touch the floor.
   f. Slowly reverse and roll back up again. Bend your knees. Keep your head tucked in. Last thing to come up is your head.

5



# Favourite moves circle

Main part
Time: ~ 5 min

**Accompaniment:** Play music/drums.

## How to play

1. Make a circle. Play your music/drums.
2. Choose a learner to start. Learner must: "Show us your favourite movement."
3. The rest of the learners must copy the movement until they can execute it comfortably.
4. Instruct the next learner in the circle to present his/her favourite movement. It must be a new movement.
5. Learners must copy the movement.
6. Each learner must get a chance to present a new movement to the circle. Already shown movements may not be repeated.
7. After the above activity, instruct each learner: "Choose your 2 favourite movements from today's circle."

# Creative group activity: Favourite moves partner combination

Main part
Time: ~ 10 min

## How to play

1. Find a partner
2. "Teach your 3 favourite movements to your partner."
3. "Add your 6 movements together to make a dance. Let the movements flow from one movement into the next."
4. Give learners 10 minutes to practise.

# Cool down

Cool down
Time: ~ 10 min

Instruct learners to perform their new dance to the class, 3 groups (couples) at a time.

# Movement repertoire and isolations

Moving to music: Intermediate phase

## Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## Favourite moves dance sequence

Introduction
Time: ~ 10 min

**Accompaniment:** Play music/drums.

### How to play

1. Place learners in circles of 5. Play some music/drums.
2. Choose a learner to start. Learner must: "Show us your favourite movement."
3. The rest of the learners must copy the movement until they can execute it comfortably.
4. Instruct the next learner in the circle to present his/her favourite movement. It must be a new movement.
5. Instruct the learners to copy the first learner's movement and the second learner's movement in a continuous manner.
6. Instruct the third learner in the circle to contribute a movement.
7. Learners must copy movement 1, 2 and 3 in a continuous manner.
8. Instruct the fourth learner in the circle to present a new movement.
9. Learners must do movement 1, 2, 3 and 4 in a continuous manner.
10. Instruct each circle to repeat the above activity in its smaller circle, and remember its 5 movements.

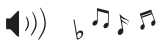
## Mirror mirror

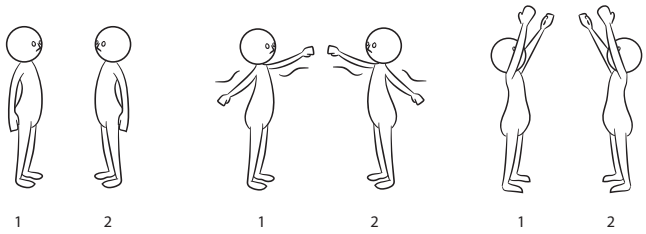
Main part
Time: ~ 5 min

### How to play

Two partners face each other. One learner is the "the person" and the other "the mirror". Movements must be slow (no fast movements).

1. "Stand facing your partner with a small space between you."
2. "Choose 'the person'."
3. Play slow music/drums: "Person, show slow movements."
4. "Mirror, copy the movements as precisely as you can."
5. After 1 minute: "Swap around! Mirror, now you lead."
6. After 1 minute: "Change leaders again. Now stand still and try to move only your head. Only head movements are allowed."
7. "Only upper body movements are allowed."
8. "Change leaders again."
9. "Use only your lower body part."
10. "Only fluent and slow movements."
11. "Try to move as big as you can. Only big movements are allowed."
12. "Move jerky! Move like a robot!"
13. Last round: "Move any way you want and make sure that your mirror is following you."





## Creative group activity: Movement sentence sequence

Main part
Time: ~ 15 min

### How to play

1. Divide your class into groups of 5.
2. Instruct your learners to create a dance. “Put a dance together by using the following words: roll, twist, spin, jump, wiggle, collapse and end. Keep these words in the same order.”
3. Give the learners 10 minutes to design their dance.

## Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.

# Movement vocabulary and contrasting movements

Moving to music: Intermediate phase

## Accompaniment

- Use drums or play the Kicking song from the CD.
- Chose 3 songs with different music styles or play the Music style mix from the CD.

## Intro ritual

Introduction
Time: ~ 5 min

1. "Stand in two lines on opposite sides of the room."
2. "Greet a person on the other side of the room with a movement of your choice."

## Cardio recap

Introduction
Time: ~ 5 min

### How to play

Drum or play any song. Read the following instructions:

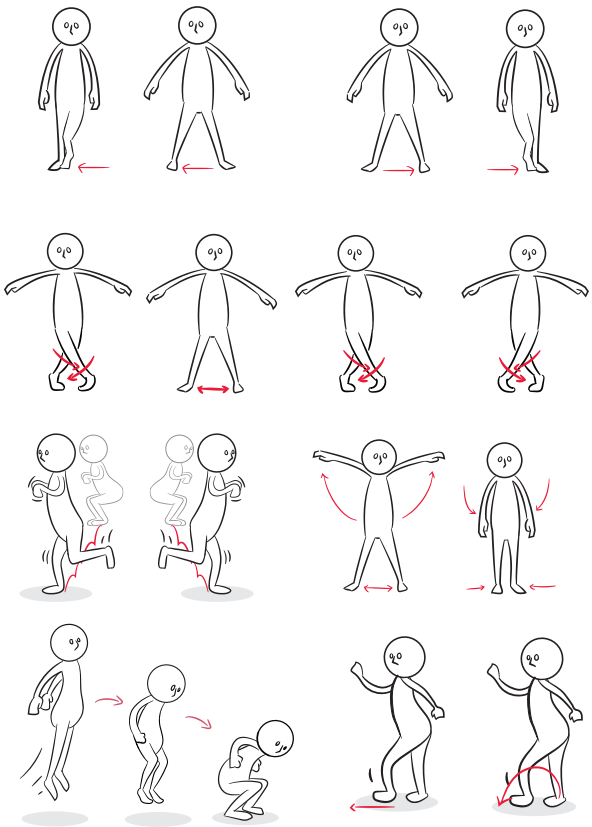
1. "Dance around the room." (x 30 seconds)
2. "Make high movements up in the sky." (x 30 seconds)
3. "Make low movements close to the ground." (x 30 seconds)
4. "Dance, but use only your upper body parts (arms, head, shoulders, chest and elbows)." (x 30 seconds)
5. "Dance, but use only lower body parts (legs, feet, hips, knees)." (x 30 seconds)
6. "Dance with only your elbows." ( x 30 seconds)
7. "Dance backwards." (x 30 seconds)
8. Repeat from the beginning

## Movement orientation

Introduction
Time: ~ 5 min

### How to move

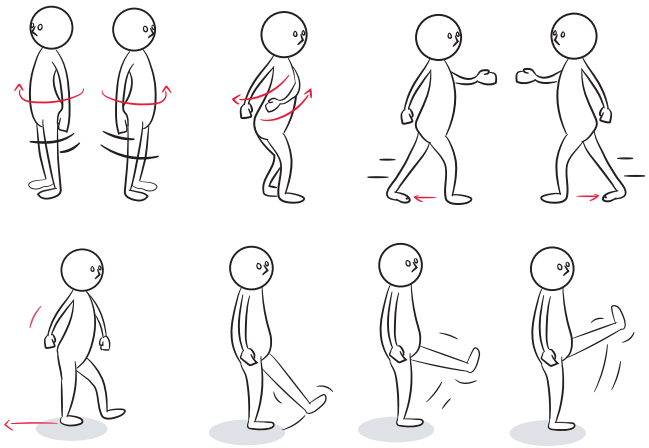
1. "Let us go practise some movements before we start."
   - "Step together step touch: move to the right, as you step open close open close."
   - "Step together step touch: move to the left, as you step open close open close."
   - "Do 'step together step touch' – both ways – 4 times."
   - "Criss-cross: jump crossing your legs; jump feet open."
   - "Criss-cross with the right foot in front." (x4)
   - "Criss-cross with the left foot in front." (x4)
   - "Criss-cross alternating your feet." (x4: Right, left, right, left)"
   - "Gallop to the right." (x4)
   - "Gallop to the left." (x4)
   - "Star jump: jump with your feet open and jump close. Make a star shape with your arms as jump open, relax your arms as you jump close." (x4)
   - "Jump gently and lightly. Land gently through your feet. First with the ball (under your toes) of your foot, then with your heel."
   - "Shuffle: shift your feet forward and back, keeping them on the floor as you move."
   - "Shuffle again, but bounce without lifting your feet off the ground."



# Movement orientation

Continued

- "Twist your hips, knees and feet in the same direction" Change directions fast."
- "Twist on the spot."
- "Twist as you move to the right side of the room."
- "Twist as you move to the left side of the room."
- "Running man: step with your one foot on the spot and shoot your other foot to the back. Repeat the same movement on the other foot. If you change feet fast, it should look like you are running."
- "Kick you feet at a low, medium and high level."



Follow the instructions of the Kicking song. You can either play the Kicking song from the CD or use drums and sing the lyrics below:

This is called the …kick song
Everybody – come on!
This is called the …kick song
Everybody – come on!

Step together, step touch
Step together, step touch
Step together, step touch
Step together, step touch

Jump, feet open 1-2-3-4
Now let's close them 1-2-3-4
Jump, feet open 1-2-3-4
Now let's close them 1-2-3-4

Criss cross with your feet
Criss…and cross
Criss cross with your feet
Criss…and cross

Criss cross with your feet
Criss…and cross
Criss cross with your feet
Criss…and cross

Do some running on the spot
Running man runs on the spot
Do some running on the spot
Running man runs on the spot

Star jump, star jump
To the sky
Star jump, star jump
Reach up high!

Star jump, star jump
To the sky
Star jump, star jump
Reach up high!

Twist your body – let's go
1-2-3-4
Let us twist down to the floor
1-2-3-4
Twist back up now – let's go
1-2-3-4
Let's get up and do some more!

Twist to the right, get down low
Down, down, down low
Twist as low as you can go
Down, down, down low
Twist to the left, get down low
Down, down, down low
Twist as low as you can go
Down, down, down low

Low kick to the right
Low kick to the left
Low kick to the right
Low kick to the left

High kick to the right
High kick to the left
High kick to the right
High kick to the left

Side kick to the right
Side kick to the left
Side kick to the right
Side kick to the left

This is called the …kick song
Everybody – come on!
This is called the …kick song
Everybody – come on!

# Opposite mirror

Main part
Time: ~ 10 min

## How to play

1. "Find a partner."
2. "Face your partner anywhere in the room. Spread out."
3. "You are an opposite mirror."
4. "Choose a leader."
5. "Leader, whenever you put your right hand out, your partner must also put his/her right hand out. Remember, your right hands will be on opposite sides if you are facing each other."
6. "Your partner must do exactly the opposite of what you are doing."
7. "Move only your arms."
8. "Move only your legs."
9. "Use your whole body."
10. "Switch between fast and slow movements."
11. "Change leader."
12. Repeat instructions 6-9.

# Creative movement activity

Main part
Time: ~ 10 min

## How to perform

1. Place learners into groups of 4.
2. "You must have 2 partners in a group."
3. "Design a dance where you use opposite movements. Include slow and fast movements."
4. After 5 minutes: "Can you add different levels of movement?" (i.e. high vs. low movements)
5. Provide learners with another 5 minutes to practise.
6. It is show time. Sit down where you are.
7. Instruct two groups to perform their dance at the same time. Make sure all the groups have a chance to perform their dance to the class.

# Outro

Cool down
Time: ~ 5 min

## How to stretch

1. "Close your eyes."
2. As the teacher, read these instructions in a calm voice. Check that everyone is concentrating. "We must roll down our spines."
   - "Drop your chin to your chest."
   - "Relax your shoulders and drop your shoulders towards the ground."
   - "Let your chest and upper body roll forward to make a rounded hunch back"
   - "Bend your knees slightly, over your toes. Relax your head and neck."
   - "Let your arms hang lose beside your body towards the ground."
   - "Move your body all the way towards the floor, so that your finger tips touch the floor. Keep your chin on your chest, and your knees bent over your toes."
   - "Hold it there for at 8 counts."
   - "Let us reverse as we roll back up, slowly."
   - "Start by stretching your knees."
   - "Roll your body up slowly, one vertebrae at a time."
   - "Keep your head relaxed, with your chin on your chest."
   - "Roll your body up until you stand up straight with your shoulders relaxed."
   - "The last thing to come up must be your head."
   - "Roll down and up, 4 times. Open your eyes."
3. "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts."

# Movements and force

Moving to music: Intermediate phase

## Accompaniment

- Use drums or play the Boxing song from the CD.
- Drum at a running pace.

## Intro ritual

Introduction
Time: ~ 5 min

1. "Stand in two lines on opposite sides of the room."
2. "Greet a person on the other side of the room with a movement of your choice."

## Cardio

Introduction
Time: ~ 5 min

**Accompaniment:** Drum or play any song.

### How to play

Drum or play any song.

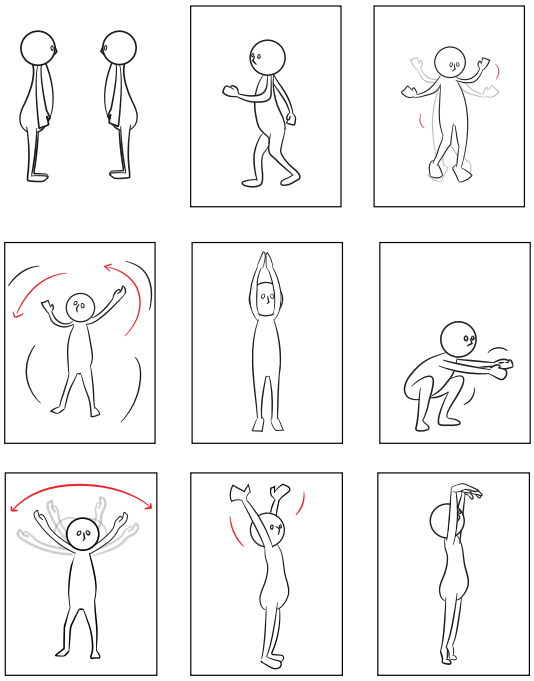
- "Dance around the room as you:
- "Move like a robot." (x 20 seconds)
- "Move like a snake." (x 20 seconds)
- "Move like the wind." (x 20 seconds)
- "Move like a monster." (x 20 seconds)
- "Move like horse." (x 20 seconds)
- "Move like a lightning bolt that crash through the sky." (x 20 seconds)
- "Be the rain." (x 20 seconds)
- Repeat above instructions.

## Following movements

Main part
Time: ~ 10 min

### How to play

1. "Find a partner."
2. "Face your partner."
3. "Choose a leader and a mirror."
4. "Leader must follow the instructions, mirror copy the movements."
5. "Listen carefully to the instructions."
   - "Slow movements."
   - "Fast movements."
   - "Big slow movements."
   - "Be a lightning bolt."
   - "Low movements."
   - "Be the wind."
   - "High movements."
   - "Be the rain."
6. "Change leaders. New leaders, do different movements."
7. Repeat instruction 5.



# Creative movement activity

Main part
Time: ~ 15 min

## How to play

1. Place learners into groups of 5.
2. "Today you are going to design a dance about a storm. First the wind begins to blow, then it rains softly and then loudly, and then the lightning bolts crash down to ground and across the sky as the thunder sounds loudly through the universe. How will you dance that?"
3. "Design a dance that represents a storm."
4. "Choose at least 6 different movements. Combine these together to flow from the one movement into the next."
5. Provide learners with 10-15 minutes to practice.
6. "It is show time. Sit where you are."
7. Instruct each group to show its dance to the class.

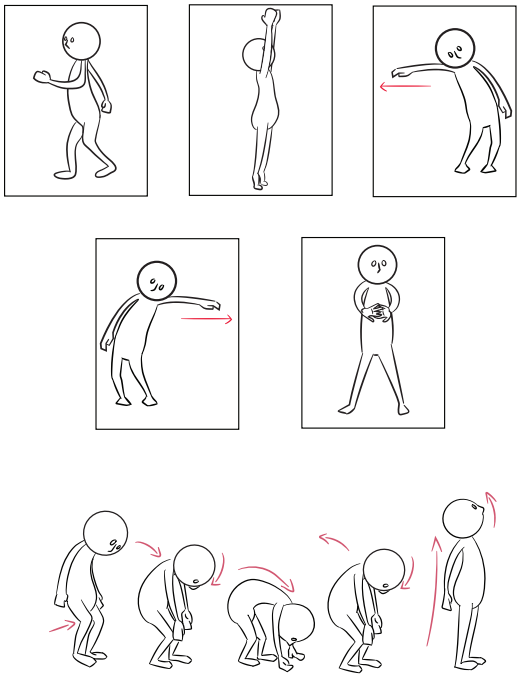
# Outro

Cool down
Time: ~ 5 min

## How to stretch

As teacher read these instructions in a clam voice:

1. "Stand in a circle and do everything in a slow, flowing movement."
   - "Make any slow movements."
   - "Stretch up tall to the sky and relax."
   - "Reach with your one arm to the side and relax."
   - "Reach with your other arm to the side and relax."
   - "Reach with both arms forward into the circle and relax."
   - "Roll down your spine (vertebrae by vertebrae – bend your knees)."
   - "Roll up your spine (vertebrae by vertebrae – bend your knees)."
   - "Relax everything."
   - "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts."



# Rhythm and body percussion

Moving to music: Intermediate phase

## Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## Name game

Introduction
Time: ~ 5 min

### How to play

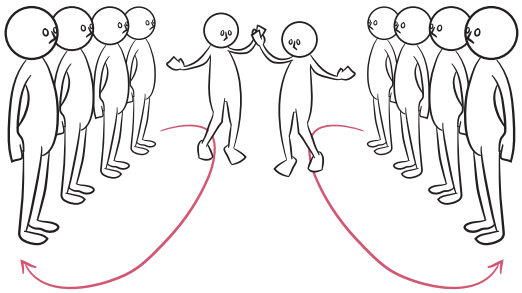
Orientation: "Clap your hands and say your name and surname in time to the beat. How many beats does your name and surname have?"

1. Make a circle.
2. Learners must walk on the spot to keep the beat (i.e. r – l – r – l).
3. Choose the starting learner. "Say your name and surname in time to the beat. Let the class repeat the name and surname while clapping.
4. Add 4. Let everyone say the persons name and surname while clapping.

## Soul train

Main part
Time: ~ 5 min

### How to play



1. Instruct learners to stand in two lines facing each other. Allow for a space of approximately 1.5 meters between the 2 lines.
2. "The front two learners start. Partners must travel/dance together in the space between the other learners until they reach the end of the line."
3. "When you arrive at the end, join the other learners and stand in the line."
4. Allow the next partners in the front of the line to do the same.
5. Each couple should have a turn.
6. "Change partner for the next round."
7. Wait 8 counts before the next group starts.

## Rhythm circle

Main part
Time: ~ 5 min

### How to play

1. Make a circle. Stomp a rhythm with your feet (r-l-r-l). Instruct learners to stomp the rhythm with you.
2. Clap your hands once on every second foot (for example the left foot).
3. Once learners are comfortable with the rhythm, start the game:
4. "Everybody stomp your feet. One learner claps his/her hands once and passes the rhythm on to the next learner in the circle.
5. Start slow. "Keep the beat steady." ("Do not go faster!")
6. The learner who fails must run around the circle and join the game again. Allow the first round to be a practice round.

# Body percussion circle

Main part
Time: ~ 5 min

## How to play

1. Stand in a circle.
2. Create a short rhythm pattern using body percussion (i.e. clapping, snapping fingers, slapping thighs, stamping feet, clucking, whistling, etc.).
3. Everyone must repeat the same rhythm pattern. Keep a steady beat. Continue until everyone is comfortable with the rhythm.
4. Appoint the next learner to create a different rhythm pattern.
5. Give 10 learners a chance to share their rhythm patterns.

# Creative group activity: Body percussion sequence

Main part
Time: ~ 10 min

## How to play

1. Make groups of 5.
2. Instruct learners to make different sounds and rhythms by using the body (i.e. clapping, clicking, stomping, slapping the chest, etc.).
3. Instruct learners to choose 5 different body percussion movements and make a dance.
4. Give learners 10 minutes to practise.

# Cool down

Cool down
Time: ~ 10 min

**Instruct** each group to present its body percussion sequence to the class.

# Movement variations and levels

Moving to music: Intermediate phase

## Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## Move! But how?

Introduction
Time: ~ 5 min

**Accompaniment:** Play music.

### How to play

Play music and instruct learners to run around to the beat. Give one of the following movement instructions every 30 seconds:

1. "Run around the movement area."
2. "Walk through the mud."
3. "Run on ice."
4. "Walk through a thick forest."
5. "Rush to the bus."
6. "Walk through water."
7. "Run over hot sand."
8. "Walk barefoot on stones."
9. "Dance in slow motion."
10. "Clean your house in fast motion."

## Freeze and copy

Main part
Time: ~ 5 min

**Accompaniment:** Play music/drums.

### How to play

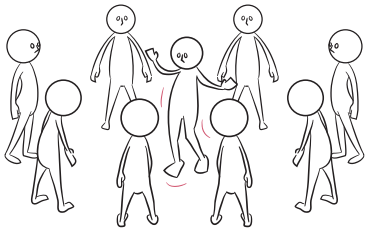
1. Play music/drums: "Move freely to the music." Ensure learners are using the whole movement area to move.
2. Stop music/drums: "Freeze! Do not move!"
3. Repeat the above 5 times.
4. Play music/drums: "Move!"
5. Stop music/drums: "Pose!" (A big creative freeze position, "use your arms!").
6. As teacher, choose your favourite pose and instruct your learners: "Copy (e.g Vuyo's) position as fast as you can."
7. Play music/drums: "Dance!"
8. Stop the music: "Pose!"
9. "Copy (e.g. Siphe's) position."
10. Repeat the above 10 times.

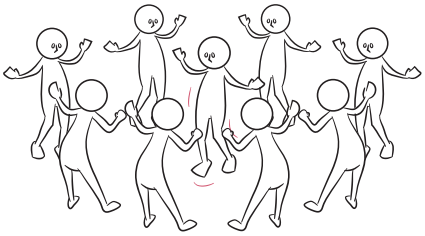
# Dance circle

Main part
Time: ~ 5 min

## How to play

Stand in a big circle. Choose a learner to go to the middle of the circle. The chosen learner must present a movement to the rest of the learners. Learners must copy the movement. After 16 counts, the middle learner must choose another learner to go into the middle. Repeat the game until about 10 learners have had a chance to enter the circle.





# Group puzzle dance

Main part
Time: ~ 15 min

## How to play

1. Divide your class into groups of 5.
2. Instruct each group to design a dance. “Today, each learner must get a chance to suggest one movement. In total, your dance will have 5 movements. One from each learner in your group.”
3. “Design an ending position in three levels.”
4. After 5 minutes, say: “Also add a change of formation into your dance.”
5. Give learners 15 minutes to design their own dance.

# Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.

# Force and creativity

Moving to music: Intermediate phase

## Accompaniment

- Use drums or play any song of choice.
- Drum at any beat and rhythm you like.

## Intro ritual

Introduction
Time: ~ 5 min

1. "Stand in two lines on opposite sides of the room."
2. "Greet a person on the other side of the room with a movement of your choice."

## Cardio game

Introduction
Time: ~ 5 min

**Accompaniment:** Drum or play any song.

### How to play

Drum or play any song.

1. "Dance around the room as you:
   - "Move like a monster." (x 20 seconds)
   - "Move like a snake." (x 20 seconds)
   - "Move like the wind." (x 20 seconds)
   - "Move like fire." (x 20 seconds)
   - "Move in a circle."
   - "Move like elephant." (x 20 seconds)
   - "Move like a lightning bolt that crash through the sky." (x 20 seconds)
   - "Be the rain!" (x 20 seconds)
   - "Draw a circle in the sky."
2. Repeat above instructions.

## Atom game

Introduction
Time: ~ 5 min

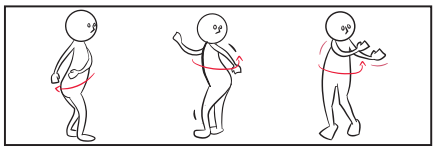
### How to play

1. Let someone drum at any beat and stop whenever he/she likes.
2. "When the music stops, get into groups and follow the instructions." (The body parts mentioned in the commands mean that those have to be touching the ground).
3. Instructions for each time the music stops:
   - "Groups of 3: freeze! Only one hand and two feet touching the ground."
   - "Groups of 4: let only three feet, two hands and one knee touch the ground."
   - "Groups of 3: 1 shoulder, 3 feet, and 2 hands need to touch the ground. Hold the position."
   - "Groups of 4: 1 bottom, 2 feet, 2 hands need to be on the ground."
   - "Groups of 2: 1 hand and 1 foot. Hold the position."
   - "Groups of 4: 2 hands and 4 feet. Try moving around like this."
   - "Groups of 3: 4 hands and 2 feet. Try moving around like this."

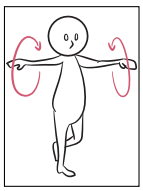
# The elements rotate

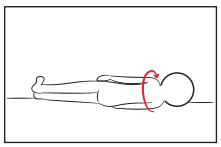
Main part
Time: ~ 10 min

## How to play

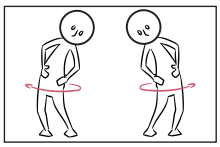


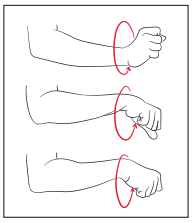
1. "Can you think of different ways to rotate/circle your body?"
   - "Turn!"
   - "Find three different ways to turn."
   - "Circle your arms."
   - "Roll to the side."
   - "Circle your hips."
   - "Twist your wrist."
   - "Circle your ankles."
   - "Circle your arms in front of your stomach."



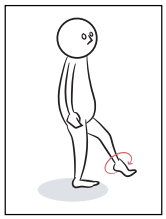


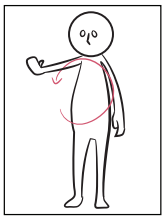
2. "Let us think about the different elements."
   - Earth.
   - Fire.
   - Water.
   - Wind.





3. "How would you move to each Element?"
   - "Fire moves fast and with a lot of force."
   - "Wind can be soft and gentle or strong a stormy."





# Creative movement activity

Main part
Time: ~ 10 min

## How to play

1. "Get into groups of 5."
2. "Choose 1 element as a theme (i.e. fire)."
3. "Design a dance about your element. Use at least 3 rotations in different forms (i.e. turn, roll, circle arms). Also use different levels of movement. You need a total of 8 different movements." (i.e. high, medium and low)
4. Give the learners 10-15 minutes to practise their sequence.
5. "It is show time. Sit where you are"
6. Instruct each group to show its dance to the class."

# Outro

Cool down
Time: ~ 5 min

## How to stretch

1. "Close your eyes and lie down."
2. "Tense up your whole body as much as you can, hold it for 10 seconds, and relax again. Do it 3 times. Open your eyes."
3. "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts."

# Levels of movement

Moving to music: Intermediate phase

## Accompaniment

- Use drums or play any song of choice.
- Drum at different speeds and rhythms.

## Intro ritual

Introduction
Time: ~ 5 min

1. "Stand in two lines on opposite sides of the room."
2. "Greet a person on the other side of the room with a movement of your choice."

## Follow the leader

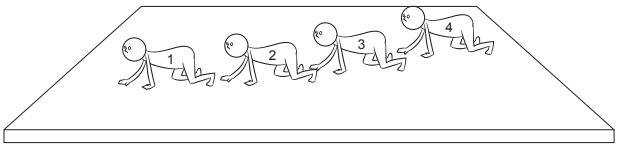
Introduction
Time: ~ 5 min

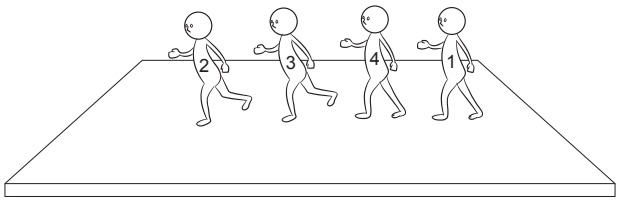
**Accompaniment:** Use drums.

### How to play

Use drums. Change the speed of the beat often.

1. "Make groups of four."
2. "Stand in a line, next to each other."
3. Choose a leader for each group.
4. "Leader, move at different levels i.e. do high, medium or low level movements."
5. After 1 minute: "Change leader."
6. "New leader, move at a different level."
7. After 1 minute: "Change leader."
8. "New leader, do different movements at different levels."
9. After 1 minute: "Change leader again."
10. "New leader, do your own movements at different levels."




## Pose game

Introduction
Time: ~ 5 min

**Accompaniment:** Drum or play any song.

### How to play

Drum or play any song. Stop and start the beat often.

1. "Dance around the room, when the beat stops, get into a group, and pose using different levels. i.e. do high, medium or low level movements. Hold every position until the music starts again."
2. Each time the music stops, read a different instruction.
   - "Groups of 3: 3 levels."
   - "Groups of 4: 4 levels."
   - "Groups of 5: 5 levels."
   - "Groups of 6: 3 levels."
   - "Groups of 2: 1 level."
   - "Groups of 4: 3 levels."

# Creative movement activity

Main part
Time: ~ 10 min

## How to play

1. Place learners in groups of 5
2. "Design a dance that includes 3 different levels, 2 rotations and 2 jumps."
3. Give them at least 15 minutes to practise their dance.

# Show down

Main part
Time: ~ 10 min

## How to play

1. "This is a movement battle (competition)."
2. "Stand in a circle."
3. As teacher, choose the first 2 groups that will compete with each other.
4. Instruct the two groups: "Stand in the middle of the big circle, facing each other."
5. Start the drumming/song.
6. "The one group performs its dance to the other group."
7. "Straight after, the second group must perform its dance (whilst facing the first group)."
8. "The rest of the class decides which group wins. The winning group stays in the circle to compete in the next round."
9. As teacher, make sure each group has a chance to perform in the circle."

# Outro

Cool down
Time: ~ 5 min

## How to stretch

As teacher read these instructions in a very calm voice:

1. "Close your eyes and sit down."
2. "Imagine:
   - Your body heats up.
   - Feet, legs, upper body, arms, hands become very hot.
   - After a while, someone pours cool water overhead.
   - This regulates your temperature from your head, to your shoulders, to your stomach down to your hips, legs, and feet. Open your eyes."
3. "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts."

# Isolations and movement repertoire

Moving to music: Intermediate phase

## Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

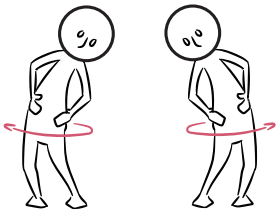
## Mobilisation and isolations

Introduction
Time: ~ 5 min

### How to move

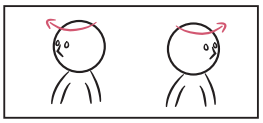
1. Hula hoops: Stand with your legs a bit wider apart and make hula hoop circles with your hips. Circle 5 times in one direction, then 5 times in the other direction.
2. Neck movements:
   a. Look straight ahead. Drop your right ear to your right shoulder. Repeat the same head movement to the left side.
   b. Move your head to look over your right shoulder. Repeat over the left shoulder.
   c. Move your head to look down to the floor, and then look up to the ceiling.
3. Ankle twists: Lift one foot off the floor. Roll the foot in circles as you keep the leg and the knee still. Circle your ankles 5 times in one direction and 5 times in the other direction. Now, lift the other foot and repeat the same movements.
4. Shoulders:
   a. Lift your right shoulder up and down. Then, lift your left shoulder up and down. Repeat both 5 times. Then, lift both shoulders up and down at the same time.
   b. Roll your shoulders backwards. Start with small circles and make them bigger each time. Repeat the movements but now roll your shoulders forward.
5. Roll down:
   a. Stand with your legs slightly apart. Relax and bend your knees.
   b. Slowly drop your chin to your chest.
   c. Hang your arms and your body forward.
   d. Bend your knees slightly. Keep your head tucked in.
   e. Roll your body slowly all the way down to the floor. Try to touch the floor.
   f. Slowly reverse and roll back up again. Bend your knees. Keep your head tucked in. Last thing to come up is your head.

1

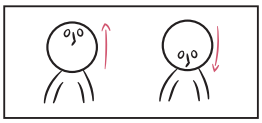


2a

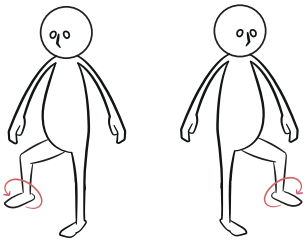
b



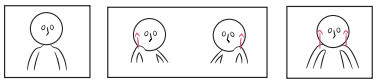
c



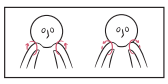
3



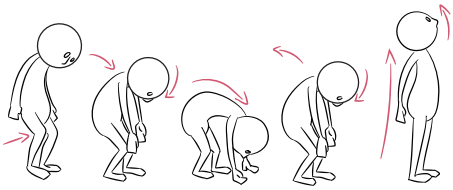
4a



b



5



# Favourite moves circle

Main part
Time: ~ 10 min

## How to play

1. Make a circle. Play your music/drums.
2. Choose a learner to start. Learner must: "Show us your favourite movement."
3. The rest of the learners must copy the movement until they can execute it comfortably.
4. Instruct the next learner in the circle to present his/her favourite movement. It must be a new movement.
5. Learners must copy the movement.
6. Each learner must get a chance to present a new movement to the circle. Already shown movements may not be repeated.
7. After the above activity, instruct each learner: "Choose your 2 favourite movements from today's circle.

# Creative group activity: Favourite moves partner combination

Main part
Time: ~ 5 min

## How to perform

1. "Find a partner."
2. Teach your 2 favourite movements to your partner."
3. "Add your 4 movements together to make a dance. Let the movements flow from one movement into the next."
4. Give them 5 minutes to prepare.

# Creative group activity: Follow-up

Main part
Time: ~ 10 min

## How to perform

1. Instruct the same pairs from the above activity: "Join with another group. Now, you have four people."
2. "Teach your 4 movement dance to the rest of your group."
3. "Give the other partners a turn to teach their four movements to you." Both pairs need to learn and practice the other partner combination.
4. "Combine your movements together to make a dance that contains at least 8 different movements."
5. Give them 10 minutes to practice.

# Cool down

Cool down
Time: ~ 10 min

**Instruct** each group to present its dance to the class.

# Musicality and directions

Moving to music: Intermediate phase

## Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## Move to the beat

Introduction
Time: ~ 5 min

**Accompaniment:** Play music/drums.

### How to play

Play music/drums. Instruct learners: "Run around the whole movement area." Give one of the following instructions every 30 seconds:

1. "Run backwards!"
2. "Run sideways!"
3. "Switch between running forwards, backwards and sideways."
4. "Change the speed of your running every 10 counts. (Run fast and slow)."
5. "Walk and breathe."
6. "Dance and add a freeze every 5 counts."
7. "Run, stop and continue with long steps."
8. "Fall and roll on the floor between your movements."
9. "Walk and breathe."
10. "Combine all the actions: backwards/forwards/sideways, speed change, falling, stop and go."

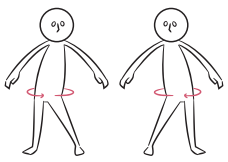
## Mobilisation and isolations

Introduction
Time: ~ 5 min

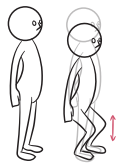
### How to play

1. Hula hoops: Stand with your legs a bit wider apart and make hula hoop circles with your hips. Circle 5 times in one direction, then 5 times in the other direction.
2. Knee bounces
   a. Stand with your feet apart.
   b. Gently bend your knees behind your toes.
   c. Gently stretch your knees.
   d. Keep posture tall as you do the knee bounces.
   e. Repeat knee bounces 8 times.
3. Neck movements:
   a. Continue with the knee bounces and try to add your neck movements while you do the knee bounces.
   b. Bounce your knees as you:
      i. Look straight ahead for 4 counts.
      ii. Drop your right ear to your right shoulder for 4 counts.
      iii. Look straight ahead for 4 counts.
      iv. Drop your left ear to your left shoulder for 4 counts.
4. Ankle twists: Lift one foot off the floor. Roll the foot in circles as you keep the leg and the knee still. Circle your ankles 5 times in one direction and 5 times in the other direction. Now, lift the other foot and repeat the same movements.
5. Shoulders:
   a. Roll your right shoulders backwards 4 times.
   b. Roll your left shoulder backwards 4 times.
   c. Roll both shoulders simultaneously 4 times.
   d. Repeat a-c with forward shoulder rolls.

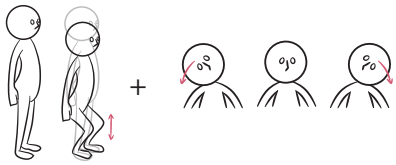
1



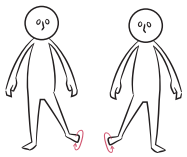
2



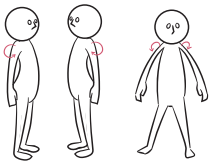
3



4



5

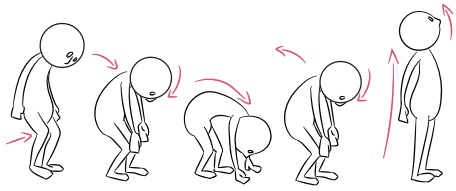


# Mobilisation and isolations

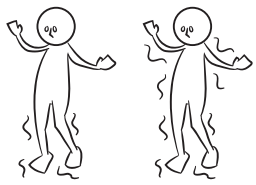
Continued

6. Roll down:
   a. Stand with your legs slightly apart with the above posture.
   b. Relax and bend your knees. Knees must bend behind your toes.
   c. Lengthen your spine even if your knees are slightly bent.
      i. Slowly drop your chin to your chest.
      ii. Hang your arms and your body forward.
      iii. Bend your knees slightly. Keep your head tucked in.
      iv. Roll your body slowly all the way down to the floor. Try to touch the floor.
   d. Slowly reverse and roll back up again.
      i. Bend your knees.
      ii. Keep your head tucked in.
      iii. Last thing to come up is your head.
      iv. Lengthen your spine to the ceiling, shoulders down.
   e. Repeat the rolling down and up 8 times.
7. Stand up
   a. Shake out your feet, knees and legs.
   b. Shake your body and arms.

6



7



# Freeze number 1, 2 and 3

Main part
Time: ~ 10 min

**Accompaniment:** Play music/drums.

## How to play

Play music/drums and tell your learners to move freely to the music.

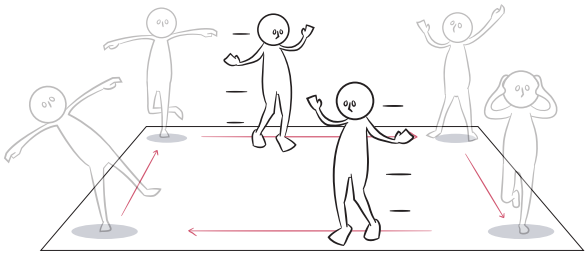
1. Stop music/drums: "Freeze! This freeze position is your position one. Remember your position 1."
2. Play music/drums: "Move!"
3. Stop music/drums: "Position 1!"
4. Play music/drums: "Move!"
5. Stop music/drums: "Freeze in a different position. This is your position 2. Remember position 2!"
6. Play music/drums: "Move on the floor."
7. Stop music/drums: "Freeze on the floor. This is position number 3."
8. "Repeat your 3 freeze positions."
9. Tell them to switch directly from movement 1 to number 2 and last to number 3.

# Partner freeze combination in a square

Main part
Time: ~ 10 min

## How to play

1. Make groups of two.
2. Tell your learners to choose 4 freezes.
3. "Imagine a square. Every freeze must happen in a corner of your square. Use travelling movements to move from corner to corner. So, pose, travel, pose, travel, pose, travel and pose."
4. After 5 minutes, say: "Make sure that each movement flows smoothly from one movement into the next. Give learners 10 minutes to practise.



# Cool down

Cool down
Time: ~ 10 min

Instruct learners to perform their new dance to the class, 3 groups (couples) at a time.

# Coordination and freeze

Moving to music: Intermediate phase

## Accompaniment

- Use drums or play the Freeze song from the CD.
- Drum at any speed and rhythm.

## Intro ritual

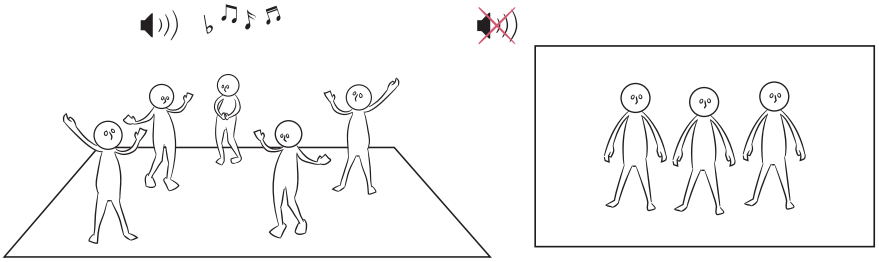
Introduction
Time: ~ 5 min

1. "Stand in two lines on opposite sides of the room."
2. "Greet a person on the other side of the room with a movement of your choice."

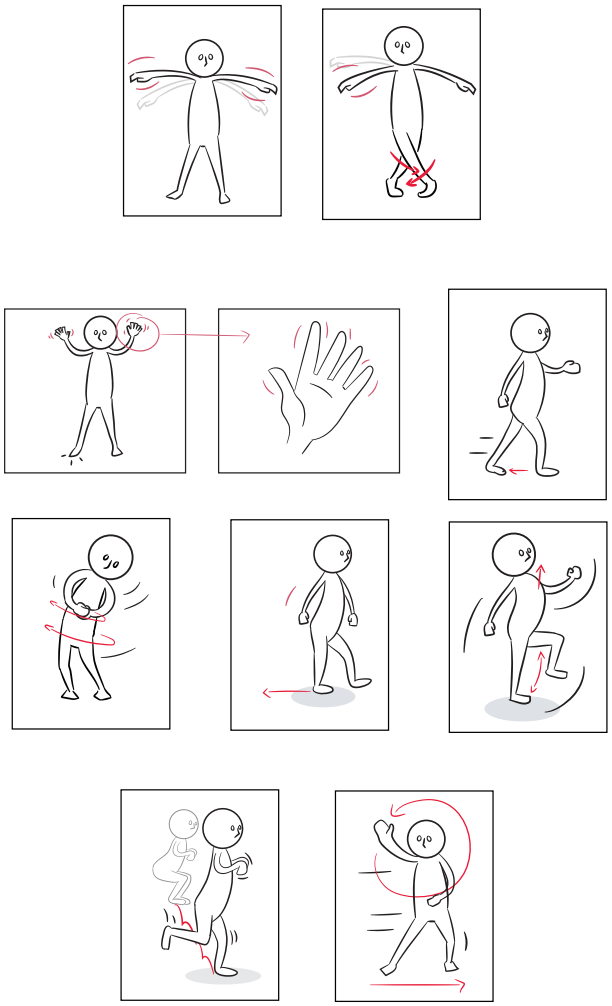
## Stop and go

Introduction
Time: ~ 5 min

### How to move



1. Play a running pace song or drum at a running pace.
2. "Every time the music stops, you must get into groups of 3 and do an ending position."
3. Give the following instructions for when the music plays.
   - "Move two body parts as fast as you can at the same time." (stop)
   - "Shake your arm while criss-crossing." (stop)
   - "Move only your fingers while tapping your feet." (stop)
   - "Leap through the air." (stop)
   - "Circle hands while circling your hips." (stop)
   - "Running man." (stop)
   - "Move your chest up and down while stamping." (stop)
   - "Gallop sideways around the room." (stop)
   - "Step to the side while making a big circle with one arm." (stop)
   - Repeat above instructions.



# History game

Main part
Time: ~ 15 min

## How to play

1. "Make groups of 5."
2. "In your group, choose an historical setting for your group to imitate."
   - "Cowboys"
   - "Knights"
   - "Warriors"
   - "Pirates"
   - "Ninjas"
3. Think of these historical characters: what do they look like? How would they do each movement? Think of all different details about them. Discuss this in your group."
4. "Practise the following movements in your character:
   - "Slide"
   - "Turn"
   - "Hop"
   - "Duck"
   - "Crawl"
   - "Jump"
   - "Roll"
   - "Gallop"
   - "Squat"
5. "In your group, create the historical scene for your chosen character. i.e. cowboys = hop onto horse, gallop around the area, swing your lasso, squat to examine tracks, crawl to hide behind the nearest bush and slide to kick a revolver away."
6. Give learners 10 minutes to design their scene.
7. It is show time. Sit where you are in your group.
8. Instruct each group to show its scene to the class

# Freeze song

Main part
Time: ~ 10 min

## How to play

1. Imagine you are in a museum and see all these statues of historical people. i.e. "Freeze in a pirate position, holding up a sword and covering one of your eyes."
2. "In your group, see how many historical freeze forms you can think of."

Follow the instructions of the Freeze song. You can either play the Freeze song from the CD or use drums and sing the lyrics below:

Chorus:
Let us sing the freezing song
1-2-3-4 Play along
Let us see if you can freeze
Stop and stay, no moving, please!

*Chorus*

Verse 1:
Let's be cowherds on a farm
Lasso, lasso with your arm
Let's be cowherds on a farm
FREEZE!

*Chorus*

Verse 2:
Let's be warriors holding shields
Fighting battles in the fields
Let's be warriors holding shields
FREEZE!

*Chorus*

Verse 3:
Let's be catchers in the woods
Bows and arrows, find some food
Let's be catchers in the woods
FREEZE!

*Chorus*

Verse 4:
Let's be soldiers, marching along
Left, right, left, right, tall and strong
Let's be soldiers, marching along
FREEZE!

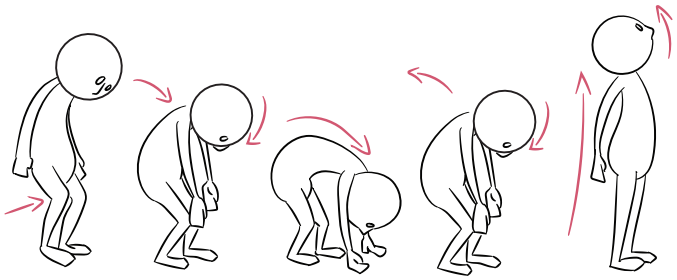
*Chorus*

# Outro

Cool down
Time: ~ 5 min

## How to stretch

1. "Close your eyes."
2. As teacher read these instructions in a calm voice. Check that everyone is concentrating.
   - "We must roll down our spines."
   - "Drop your chin to your chest."
   - "Relax your shoulders and drop your shoulders towards the ground."
   - "Let your chest and upper body roll forward to make a rounded, hunch back."
   - "Bend your knees behind your toes. Relax your head and neck."
   - "Let your arms hang lose beside your body towards the ground."
   - "Move your body all the way towards the floor, so that your finger tips touch the floor. Keep your chin on your chest, and your knees bent over your toes."
   - "Hold it there for at 8 counts."
   - "Let us reverse as we roll back up, slowly."
   - "Start by stretching your knees."
   - "Roll your body up slowly, one vertebrae at a time."
   - "Keep your head relaxed, with your chin on your chest."
   - "Roll your body up until you stand up straight with your shoulders relaxed."
   - "The last thing to come up must be your head."
   - "Roll down and up, 4 times. Open your eyes."
3. "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts."



# Coordination

Moving to music: Intermediate phase

## Accompaniment

- Use drums or play Twist song.
- Drum at any speed and rhythm you like.

## Intro ritual

Introduction
Time: ~ 5 min

1. "Stand in two lines on opposite sides of the room."
2. "Greet a person on the other side of the room with a movement of your choice."

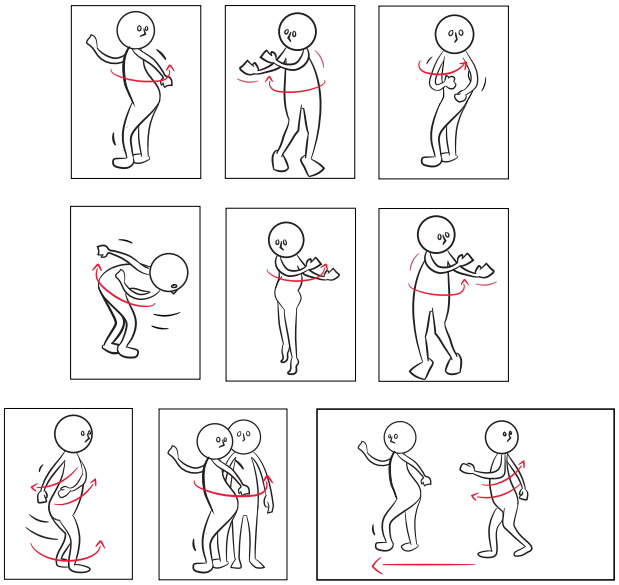
## Twist song

Introduction
Time: ~ 5 min

**Accompaniment:** Play Twist song or drum to a fast walking pace.

### How to play

1. Play Twist song or drum to a fast walking pace.
2. "Twist to the song/drums on the spot."
3. As the teacher, shout out a direction of movement.
   - "Twist backwards."
   - "Twist to the right side"
   - "Twist to the front."
   - "Twist to the ground."
   - "Twist on your toes."
   - "Twist to the left side."
   - "Twist while turning."
   - "Twist around a person."
   - "Try following a person while twisting."
4. Let a learner shout out instructions of directions and tasks.
5. Keep the learner twisting for a whole song or 7 min of drumming.



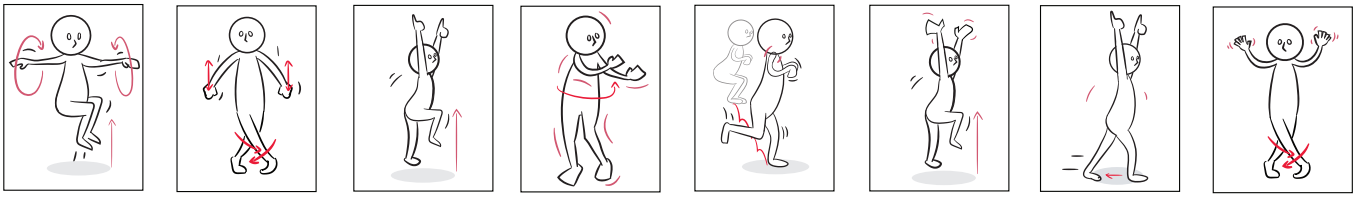
## Orientation

Main part
Time: ~ 5 min

### How to play

"Let us practise to do two movements at the same time:"

- "Circle your arms as you jump." (x 20 seconds)
- "Punch your arms as you criss-cross." (x 20 seconds)
- "Point your arms in the air as you skip." (x 20 seconds)
- "Wiggle your body as you turn." (x 20 seconds)
- "Shake your shoulders as you gallop." (x 20 seconds)
- "Wave your hands above your head as you skip!" (x 20 seconds)
- "Point your arms as you do the running man." (x 20 seconds)
- "Shaking your hands while criss-crossing." (x 20 seconds)



# Coordination memory

Main part
Time: ~ 10 min

## How to play

1. "Find a partner."
2. "Person 1, design a 4-count arm sequence."
3. "Person 2, design a 4-count lower body part sequence."
4. Provide learners with 2 minutes to work by themselves.
5. "With your partner, see if you can add the arm movements to the lower body movements. See if you do these movements at the same time."
6. "Practise your 4 count dance a few times."
7. After 5 minutes: "Join another group."
8. "Teach them your sequence. Put the two dances together."
9. Practise in your group.
10. "It is show time. Sit where you are."
11. Instruct each group to show its dance to the class.

# Freestyle circle

Main part
Time: ~ 10 min

## How to play

Drum a fast speed and rhythm, or play any song.

1. "Make two circles."
2. "Dance to the music in the circle."
3. Instruct learners: "Take turns to jump into the middle of a circle and do your own movement that consists of upper and lower body movements."
4. "Learners in the circle must copy the movement."

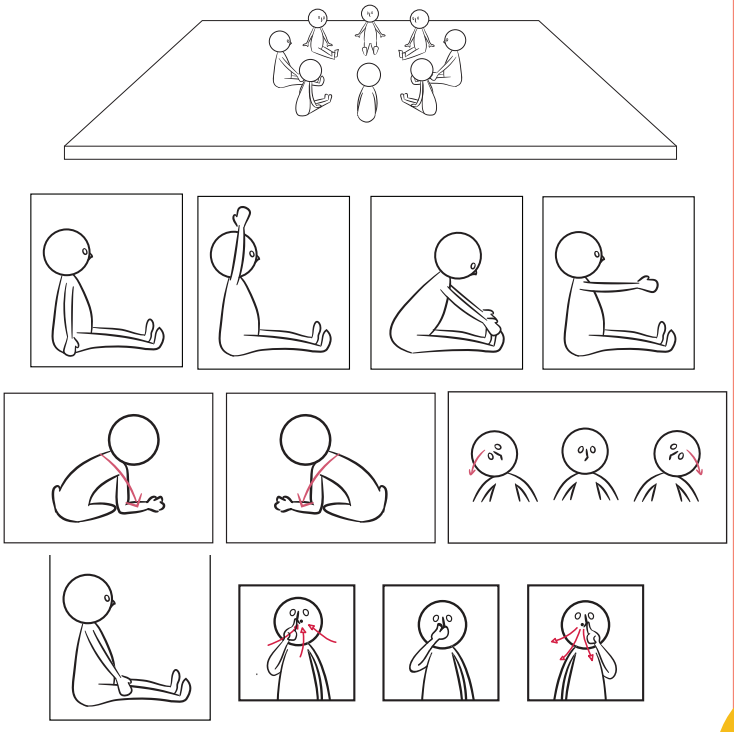
# Outro

Cool down
Time: ~ 5 min

## How to stretch

As teacher read these instructions in a clam voice:

1. "Sit in a circle and do everything in a slow flowing movement."
   - "Make your back straight."
   - "Stretch your arms up to the sky."
   - "Make your back straight."
   - "Touch your toes."
   - "Stretch your arms in front of you."
   - "Place your elbow on the floor next to your body and lean."
   - "Lean to the other side, elbow down."
   - "Sit upright again and keeping a straight back."
   - "Rest your right ear towards your right shoulder."
   - "Rest your left ear to your left shoulder."
   - "Relax everything."
   - "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts."
   - Stand up and make an upright posture. Your shoulders, hips and heels should be in one line when looking from the side.



# Body percussion

Moving to music: Intermediate phase

## Accompaniment

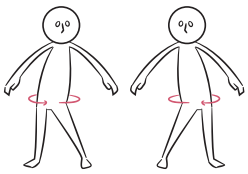
- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

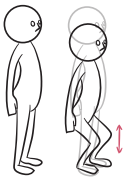
## Mobilisation and isolations

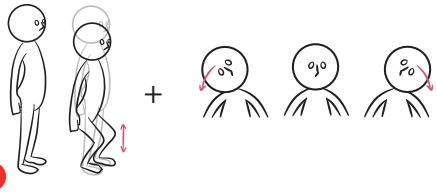
Introduction
Time: ~ 5 min

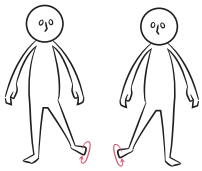
### How to move

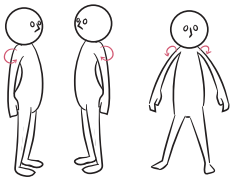
1. Hula hoops: Stand with your legs a bit wider apart and make hula hoop circles with your hips. Circle 5 times in one direction, then 5 times in the other direction.
2. Knee bounces
   a. Stand with your feet apart.
   b. Gently bend your knees behind your toes.
   c. Gently stretch your knees.
   d. Keep posture tall as you do the knee bounces.
   e. Repeat knee bounces 8 times.
3. Neck movements:
   a. Continue with the knee bounces and try to add your neck movements while you do the knee bounces.
   b. Bounce your knees as you:
      i. Look straight ahead for 4 counts.
      ii. Drop your right ear to your right shoulder for 4 counts.
      iii. Look straight ahead for 4 counts.
      iv. Drop your left ear to your left shoulder for 4 counts.
4. Ankle twists: Lift one foot off the floor. Roll the foot in circles as you keep the leg and the knee still. Circle your ankles 5 times in one direction and 5 times in the other direction. Now, lift the other foot and repeat the same movements.
5. Shoulders:
   a. Roll your right shoulders backwards 4 times.
   b. Roll your left shoulder backwards 4 times.
   c. Roll both shoulders simultaneously 4 times.
   d. Repeat a-c with forward shoulder rolls.
6. Roll down:
   a. Stand with your legs slightly apart with the above posture.
   b. Relax and bend your knees. Knees must bend over your toes.
   c. Lengthen your spine even if your knees are slightly bent.
      i. Slowly drop your chin to your chest.
      ii. Hang your arms and your body forward.
      iii. Bend your knees slightly. Keep your head tucked in.
      iv. Roll your body slowly all the way down to the floor. Try to touch the floor.
   d. Slowly reverse and roll back up again.
      i. Bend your knees.
      ii. Keep your head tucked in.
      iii. Last thing to come up is your head.
      iv. Lengthen your spine to the ceiling, shoulders down.
   e. Repeat the rolling down and up 8 times.
7. Stand up
   a. Shake out your feet, knees and legs.
   b. Shake your body and arms.

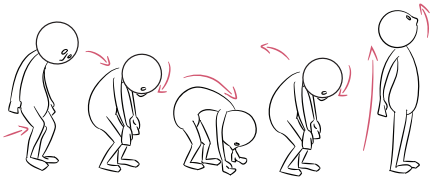

1

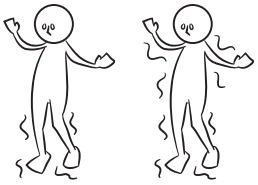

2


3


4


5

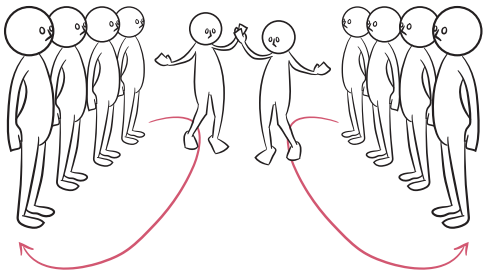

6


7

# Soul train

Introduction
Time: ~ 5 min

## How to play



1. Instruct learners to stand in two lines facing each other. Allow for a space of approximately 1.5 meters between the 2 lines.
2. "The front two learners start. Partners must travel/dance together in the space between the other learners until they reach the end of the line."
3. "When you arrive at the end, join the other learners and stand in the line."
4. Allow the next partners in the front of the line to do the same.
5. Each couple should have a turn.
6. "Change partner for the next round."
7. Wait 8 counts before the next group starts.

# Body percussion circle

Main part
Time: ~ 10 min

## How to play

1. Stand in a circle.
2. Create a short rhythm pattern using body percussion (i.e. clapping, snapping fingers, slapping thighs, stamping feet, clucking, whistling, etc.).
3. Everyone must repeat the same rhythm. Keep a steady beat. Continue until everyone is comfortable with the rhythm.
4. Appoint the next learner to create a different rhythm pattern.
5. Give 10 learners a chance to share their rhythm patterns.

# Creative group activity

Main part
Time: ~ 10 min

## How to perform

1. Divide your class into groups of 5.
2. Tell your learners to create a dance sequence with the action verbs clap, twist and jump.
3. "Choose 2 different ways to clap, 2 different ways to twist, and 2 different ways to jump. Combine them together to a dance. So, clap, twist, jump, clap, twist, jump, and end."
4. After 5 minutes say: "Add a change of formation to your dance."
5. Give learners 10 minutes to design their own dance.

# Cool down

Cool down
Time: ~ 10 min

**Instruct** each group to present its dance to the class.

# Formations and freezes

Moving to music: Intermediate phase

## Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## Group formations

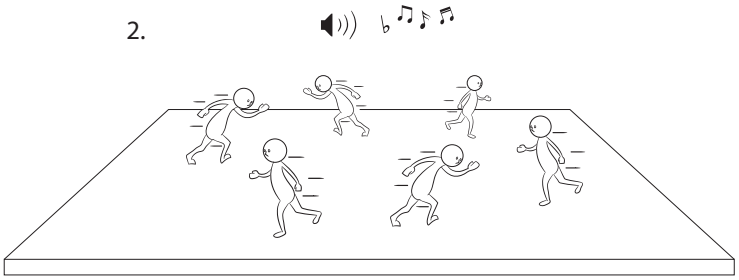
Introduction
Time: ~ 10 min

**Accompaniment:** Play music/drums.

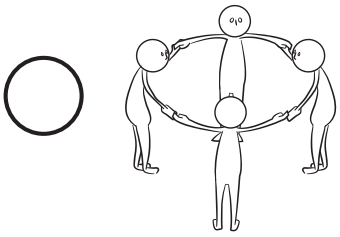
### How to play

1. Make groups of 10.
2. Play music/drums: "Run around to the music." (Move across entire movement area).
3. Stop music/drums: "Build a circle in your group."
4. Play music/drums: "Dance around the room."
5. Stop music/drums: "Build a triangle in your group."
6. Play music /drums: "Dance around the room."
7. Stop music/drums: "Stand in a line."
8. Play music/drums: "Dance around the room."
9. Stop music/drums: "Build a square in your group."
10. Play music/drums: "Dance around the room."
11. Stop music/drums: "Build a bunch of people."
12. Play music/drums: "Dance around the room."
13. Stop music/drums: "Build a cross in your group."
14. Repeat instructions 3 times.

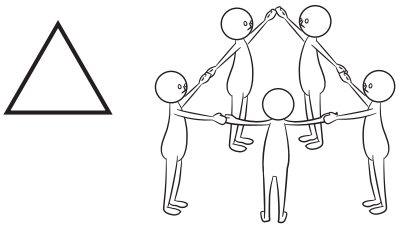
2.



3.



5.



## Freeze number 1, 2 and 3

Main part
Time: ~ 10 min

**Accompaniment:** Play music.

### How to play

Play music and tell your learners to move freely to the music.

1. Stop the music: "Freeze! This freeze position is your position one. Remember your position 1." Play music: "Move!"
2. Stop music: "Position 1!"
3. Play music: "Move!"
4. Stop the music: "Freeze in a different position. This is your position 2. Remember position 2."
5. Play music: "Move on the floor."
6. Stop the music: "Freeze on the floor. This is position number 3."
7. "Repeat your 3 freeze positions."
8. Tell them to switch directly from movement 1 to number 2 and last to number 3.

## Creative group activity: Group formation and freeze combination

Main part
Time: ~ 10 min

### How to play

1. Split your class into groups of 5.
2. "Create a dance with 3 different formations/shapes (i.e. square, circle and triangle) plus an ending. Use interesting travelling movement to change between formations."
3. After 5 minutes say: "So movement in your shape, movement to travel, movement in your shape, movement to travel, etc." Each movement must flow smoothly from one movement into the next.
4. Give learners 10 minutes to practice.

## Cool down

Cool down
Time: ~ 10 min

**Instruct** each group to present its dance sequence to the class.

# Isolation and coordination

Moving to music: Intermediate phase

## Accompaniment

- Use drums or play any song of your choice.
- Drum at a fast walking pace and any rhythm.

## Intro ritual

Introduction
Time: ~ 5 min

1. "Stand in two lines on opposite sides of the room."
2. "Greet a person on the other side of the room with a movement of your choice."

## Cardio

Introduction
Time: ~ 5 min

### How to play

Drum or play any song.

1. "Dance around the room as you and listen to the instruction."
   - "Move like a robot." (x 20 seconds)
   - "Move like a snake." (x 20 seconds)
   - "Move like the wind." (x 20 seconds)
   - "Move like a monster." (x 20 seconds)
   - "Move like horse." (x 20 seconds)
   - "Move like a lightning bolt that crash through the sky." (x 20 seconds)
   - "Be the rain!" (x 20 seconds)
   - Repeat above instructions.

## Robotic movements: Make your own dance

Main part
Time: ~ 5 min

### How to move

1. "Move like a robot. Jerky movements, moving one body part at a time."
2. "Can you walk backwards like a robot?"
3. "Can you kneel like robot?"
4. "Can you build a wall like a robot?"
5. "Can you walk like a robot into groups of 5 and build one big robot?"

## Creative movement activity

Main part
Time: ~ 10 min

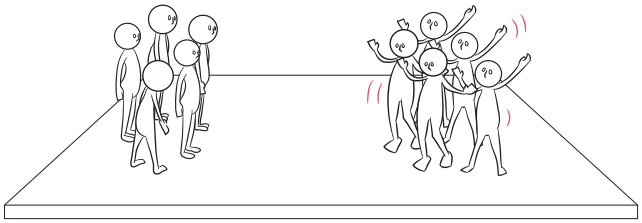
### How to conduct

1. Place learners into groups of 5.
2. "Design a robot dance."
3. "Make one big robot with the 5 people in your group."
4. "See if you can make your big robot walk."
5. "Choose another movement for your big robot."
6. "Suddenly, everybody must turn out of being ONE robot, and become 5 robots."
7. "Your last 4 movements must be robot movements that you all do together as individual robots."

# Show down

Main part
Time: ~ 10 min

## How to play



1. “This is a movement battle (competition).”
2. “Stand in a circle.”
3. As teacher, choose the first 2 groups that will compete with each other.
4. Instruct the two groups: “Stand in the middle of the big circle, facing each other.”
5. Start the drumming/song.
6. “The one group performs its dance to the other group.”
7. “Straight after, the second group must perform its dance (whilst facing the first group).”
8. “The rest of the class decides which group wins. The winning group stays in the circle to compete in the next round.”
9. As teacher, make sure each group has a chance to perform in the circle.

# Outro

Cool down
Time: ~ 5 min

## How to stretch

1. “Close your eyes and lie down.”
2. “Tense up your whole body as much as you can, hold it for 10 seconds, and relax again. Do it 3 times.”
3. “Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts. Open your eyes.”

# Coordination combination with levels and force

Moving to music: Intermediate phase

## Accompaniment

- Use drums or play the Kicking song from the CD.
- Drum at fast walking pace and any rhythm you like.

## Intro ritual

Introduction
Time: ~ 5 min

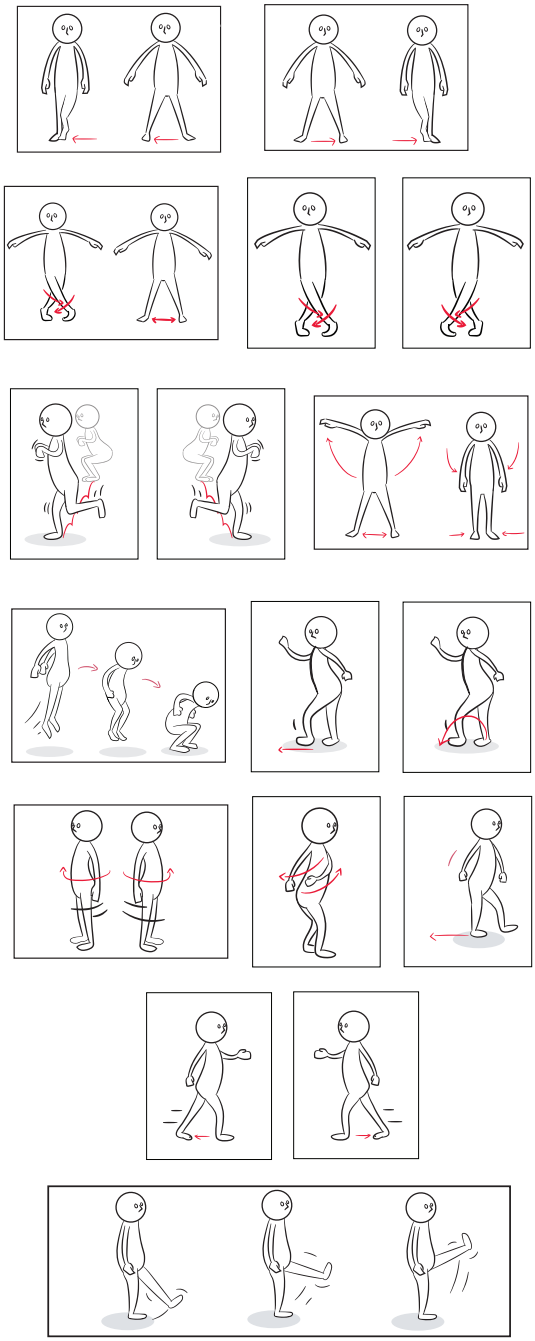
1. "Stand in two lines on opposite sides of the room."
2. "Greet a person on the other side of the room with a movement of your choice."

## Movement orientation

Main part
Time: ~ 5 min

### How to move

1. "Let us go practise some movements before we start."
   - "Step together step touch: move to the right as you step, open-close-open-close."
   - "Step together step touch: move to the left as you step, open-close-open-close."
   - "Do step together step touch – both ways – 4 times."
   - "Criss-cross: jump crossing your legs, jump with your feet open."
   - "Criss-cross with the right foot in front." (x4)
   - "Criss-cross with the left foot in front." (x4)
   - "Criss-cross alternating your feet." (x4: Right, left, right, left)
   - "Gallop to the right." (x4)
   - "Gallop to the left." (x4)
   - "Star jump: jump with your feet open and jump close. Make a star shape with your arms as jump open, relax your arms as you jump close." (x4)
   - "Jump gently and lightly. Land gently on your feet. First with the ball (under your toes) of your foot, then with your heel."
   - "Shuffle: shift your feet forward and back, keeping them on the floor as you move."
   - "Shuffle again, but bounce without lifting your feet off the ground."
   - "Twist your hips, knees and feet in the same direction" Change directions fast."
   - "Twist on the spot."
   - "Twist as you move to the right side of the room."
   - "Twist as you move to the left side of the room."
   - "Running man: step with your one foot on the spot and shoot your other foot to the back. Repeat the same movement on the other foot. If you change feet fast, it should look like you are running."
   - "Kick your feet at a low, medium and high level."



# Movement orientation

Continued

Follow the instructions of the Kicking song. You can either play the Kicking song from the CD or use drums and sing the lyrics below:

This is called the …kick song
Everybody – come on!
This is called the …kick song
Everybody – come on!

Step together, step touch
Step together, step touch
Step together, step touch
Step together, step touch

Jump, feet open 1-2-3-4
Now let's close them 1-2-3-4
Jump, feet open 1-2-3-4
Now let's close them 1-2-3-4

Criss cross with your feet
Criss…and cross
Criss cross with your feet
Criss…and cross

Criss cross with your feet
Criss…and cross
Criss cross with your feet
Criss…and cross

Do some running on the spot
Running man runs on the spot
Do some running on the spot
Running man runs on the spot

Star jump, star jump
To the sky
Star jump, star jump
Reach up high!

Star jump, star jump
To the sky
Star jump, star jump
Reach up high!

Twist your body – let's go
1-2-3-4
Let us twist down to the floor
1-2-3-4
Twist back up now – let's go
1-2-3-4
Let's get up and do some more!

Twist to the right, get down low
Down, down, down low
Twist as low as you can go
Down, down, down low
Twist to the left, get down low
Down, down, down low
Twist as low as you can go
Down, down, down low

Low kick to the right
Low kick to the left
Low kick to the right
Low kick to the left

High kick to the right
High kick to the left
High kick to the right
High kick to the left

Side kick to the right
Side kick to the left
Side kick to the right
Side kick to the left

This is called the …kick song
Everybody – come on!
This is called the …kick song
Everybody – come on!

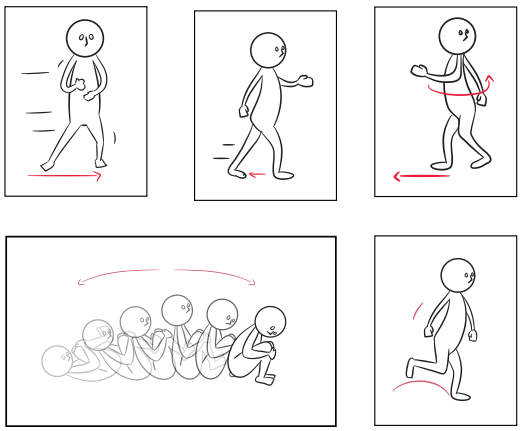
# Travel movements

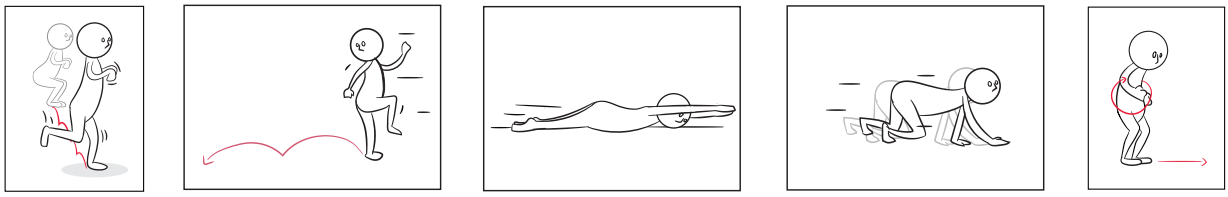
Main part
Time: ~ 10 min

## How to move

1. "Practise these different travelling movements as you travel everywhere in the movement area."

- "Slide."
- "Shuffle."
- "Travelling turn."
- "Roll on the floor."
- "Hop."
- "Gallop."
- "Skip backwards."
- "Slide on the floor."
- "Crawl on the floor."
- "Make like a train."





# Creative movement activity

Main part
Time: ~ 15 min

## How to conduct

1. Place your learners into groups of 5
2. "Design a dance that includes 3 different travelling movements, 2 levels (i.e. high, medium and low), and an ending pose."
3. In total, your dance must have 7 movements.
4. Give learners approximately 15 minutes to practise their dance.
5. "It is show time. Sit where you are in your group."
6. Instruct each group to show its dance to the class.

# Outro

Cool down
Time: ~ 5 min

## How to stretch

As a teacher read these instructions in a very calm voice.

1. "Close your eyes and sit down."
2. "Imagine:
   - Your body is made out of sand. You are very light.
   - The wind blows and blows away bits and bits of you.
   - You travel with the wind now.
   - Your toes and feet start to blow away.
   - Now, your legs and hips dissolve in the wind.
   - You feel so light and weightless.
   - Now, your chest and arms travel with the wind as well.
   - Suddenly, the wind blows in the opposite direction.
   - It brings your body parts back to you.
   - The sand pieces make your whole body again.
   - Piece by piece, you transform into a human body. Open your eyes."
3. "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts."

# Assessment: Moving to music

First and last name: _____

Date: _____

Class: _____

**Rating:**

**3 points:** Meets the expectations with excellence

**2 points:** Meets the expectations

**1 point:** Meets not all the expectations

**0 points:** Didn't meet any expectations

| | Term 1 | Term 2 | Term 3 | Term 4 |
|---|---|---|---|---|
| 1) Participation | | | | |
| 2) Creativity | | | | |
| 3) Coordination | | | | |
| 4) Musicality / Rhythmic ability | | | | |
| 5) Togetherness (being in sync.) | | | | |
| 6) Social interactive skills | | | | |
| 7) Physical endurance / concentration | | | | |
| **Total points:** | | | | |
| **Mark:** | | | | |

General comments: _____

| Rating Code | Description of Competence | Percentage |
|---|---|---|
| 7 | Outstanding achievement | 80 - 100 |
| 6 | Meritorious achievement | 70 - 79 |
| 5 | Substantial achievement | 60 - 69 |
| 4 | Adequate achievement | 50 - 59 |
| 3 | Moderate achievement | 40 - 49 |
| 2 | Elementary achievement | 30 - 39 |
| 1 | Not achieved | 0 - 29 |

# LESSON PLANS FOR

# Grade 7

Health & Hygiene and Nutrition

Physical Education

Moving to Music

KaziKidz

Teaching Material for Schoolchildren

# Lesson tracker

## Moving to Music - Grade 7

| This overview table should facilitate the tracking of the lessons and assessments | | | | |
|---|---|---|---|---|
| **Component** | **Term** | **Week** | **Lesson Content** | **Date** |
| Moving to music | Term 1 | 1 | Lesson 1: Musicality and movement repertoire | |
| | | 2 | Lesson 2: Formations and isolations | |
| | | 3 | Lesson 3: Formations and shapes | |
| | | 4 | Lesson 4: Quality of movement and force | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | 7 | Lesson of your choice | |
| | | 8 | Lesson of your choice | |
| | Term 2 | 1 | Lesson 5: Isolations and movement repertoire | |
| | | 2 | Lesson 6: Levels and formations | |
| | | 3 | Lesson 7: Rhythms | |
| | | 4 | Lesson 8: Force | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | 7 | Lesson of your choice | |
| | | Assessment: Moving to music | | |
| | Term 3 | 1 | Lesson 9: Variation of movement quality | |
| | | 2 | Lesson 10: Isolations and movement repertoire | |
| | | 3 | Lesson 11: Space and imagination | |
| | | 4 | Lesson 12: Dances from around the world - India | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | 7 | Lesson of your choice | |
| | | 8 | Lesson of your choice | |
| | Term 4 | 1 | Lesson 13: Cultural dance | |
| | | 2 | Lesson 14: Moving to music | |
| | | 3 | Lesson 15: Dances from around the world - Russia | |
| | | 4 | Lesson 16: Dances from around the world - Fusion | |
| | | 5 | Lesson of your choice | |
| | | 6 | Lesson of your choice | |
| | | 7 | Lesson of your choice | |
| | | Assessment: Moving to music | | |

*Lesson of your choice: Repeating, combining or mixing the *KaziKidz* lessons or/and implementing your own ideas and activities

# Musicality and movement repertoire

Moving to music: Senior phase

## Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## Run to the music

Introduction
Time: ~ 5 min

### How to play

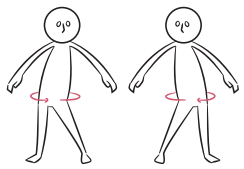
1. As teacher, prepare at least 5 songs in different styles and with different speeds (tempo) for the learners to play/sing.
2. Instruct learners: "Dance around the movement space."
3. "Change your movements according to the speed, rhythm and style of the song." (For example, a slow song will have slow big movements).

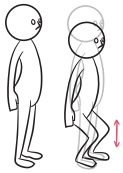
## Mobilisation and isolations

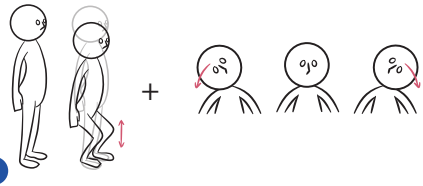
Main part
Time: ~ 5 min

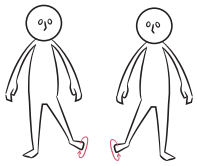
### How to move

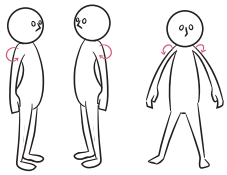
1. Hula hoops: Stand with your legs a bit wider apart and make hula hoop circles with your hips. Circle 5 times in one direction, then 5 times in the other direction.
2. Knee bounces
   a. Stand with your feet apart.
   b. Gently bend your knees behind your toes.
   c. Gently stretch your knees.
   d. Keep posture tall as you do the knee bounces.
   e. Repeat knee bounces 8 times.
3. Neck movements:
   a. Continue with the knee bounces and try to add your neck movements while you do the knee bounces.
   b. Bounce your knees as you:
      i. Look straight ahead for 4 counts.
      ii. Drop your right ear to your right shoulder for 4 counts.
      iii. Look straight ahead for 4 counts.
      iv. Drop your left ear to your left shoulder for 4 counts.
4. Ankle twists: Lift one foot off the floor. Roll the foot in circles as you keep the leg and the knee still. Circle your ankles 5 times in one direction and 5 times in the other direction. Now, lift the other foot and repeat the same movements.
5. Shoulders:
   a. Roll your right shoulders backwards 4 times.
   b. Roll your left shoulder backwards 4 times.
   c. Roll both shoulders simultaneously 4 times.
   d. Repeat a-c with forward shoulder rolls.
6. Roll down:
   a. Stand with your legs slightly apart with the above posture.
   b. Relax and bend your knees. Knees must bend over your toes.
   c. Lengthen your spine even if your knees are slightly bent.
      i. Slowly drop your chin to your chest.
      ii. Hang your arms and your body forward.
      iii. Bend your knees slightly. Keep your head tucked in.
      iv. Roll your body slowly all the way down to the floor. Try to touch the floor.

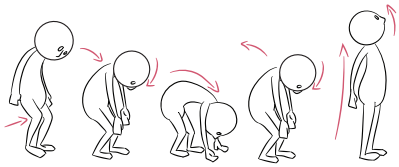

1


2


3


4


5

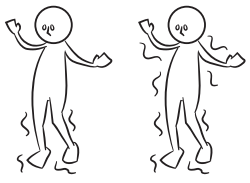

6

# Mobilisation and isolations

Continued

d. Slowly reverse and roll back up again.
   i. Bend your knees.
   ii. Keep your head tucked in.
   iii. Last thing to come up is your head.
   iv. Lengthen your spine to the ceiling, shoulders down.
e. Repeat the rolling down and up 8 times.

7. Stand up
   a. Shake out your feet, knees and legs.
   b. Shake your body and arms.

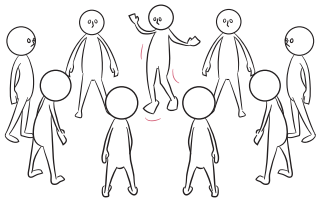


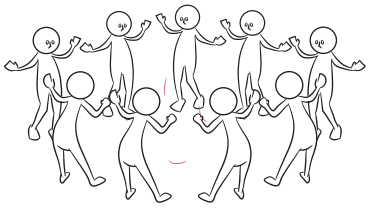
# Favourite moves circle

Main part
Time: ~ 5 min

**Accompaniment:** Play music/drums.

## How to play





1. Make a circle. Play your music/drums.
2. Choose a learner to start. Learner must: “Show us your favourite movement.”
3. The rest of the learners must copy the movement until they can execute it comfortably.
4. Instruct the next learner in the circle to present his/her favourite movement. It must be a new movement.
5. Learners must copy the movement.
6. Each learner must get a chance to present a new movement to the circle. Already shown movements may not be repeated.
7. After the above activity, instruct each learner: “Choose your 2 favourite movements from today’s circle.”

# Creative group activity: Favourite moves partner combination 1

Main part
Time: ~ 5 min

## How to play

1. “Find a partner!”
2. “Teach your 2 favourite movements to your partner.”
3. “Add your 4 movements together to make a dance. Let the movements flow from one movement into the next.”
4. Give learners 5 minutes to prepare.

# Creative group activity: Follow-up

Main part
Time: ~ 10 min

## How to play

1. Instruct the same pairs from the above activity: “Join with another group. Now you have four people.”
2. “Teach your 4 movement dance to the rest of your group.”
3. “Give the other partners a turn to teach their four movements to you.” Both pairs need to learn and practice the other partner combination.
4. “Combine your movements together to make a dance that contains at least 8 different movements.”
5. Give learners 10 minutes to practice.

# Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.

# Formations and isolations

Moving to music: Senior phase

## Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

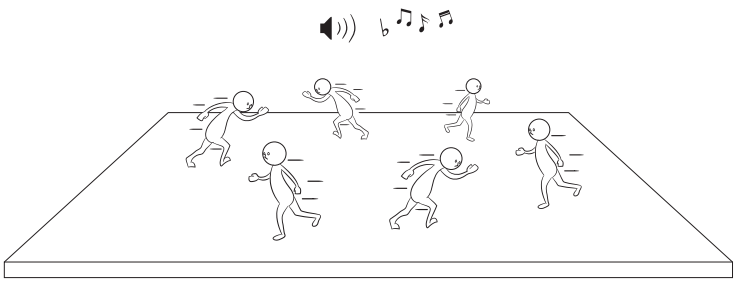
## Group formations

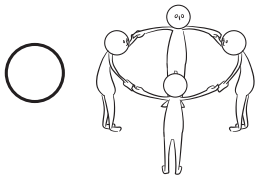
Introduction
Time: ~ 10 min

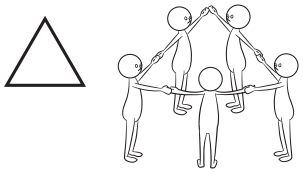
**Accompaniment:** Play music/drums.

### How to play

1. "Make groups of 10."
2. Play music/drums: "Run around to the music." (Move across entire movement area).
3. Stop music/drums: "Build a circle in your group."
4. Play music/drums: "Dance around the room."
5. Stop music/drums: "Build a triangle in your group."
6. Play music /drums: "Dance around the room."
7. Stop music/drums: "Stand in a line."
8. Play music/drums: "Dance around the room."
9. Stop music/drums: "Build a square in your group."
10. Play music/drums: "Dance around the room."
11. Stop music/drums: "Build a bunch of people."
12. Play music/drums: "Dance around the room."
13. Stop music/drums: "Build a cross in your group."
14. Repeat instructions 3 times.



3. 

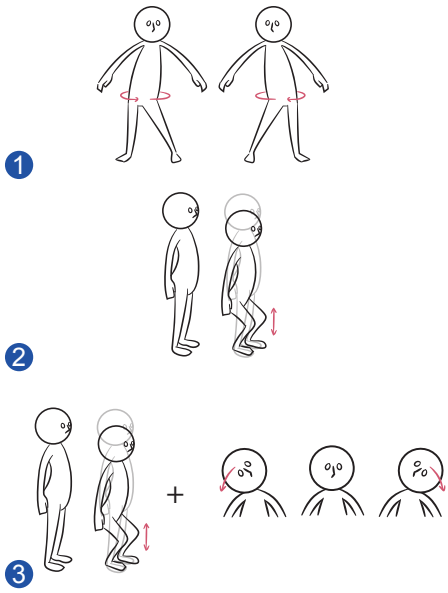
4. 

## Mobilisation and isolations

Main part
Time: ~ 5 min

### How to play

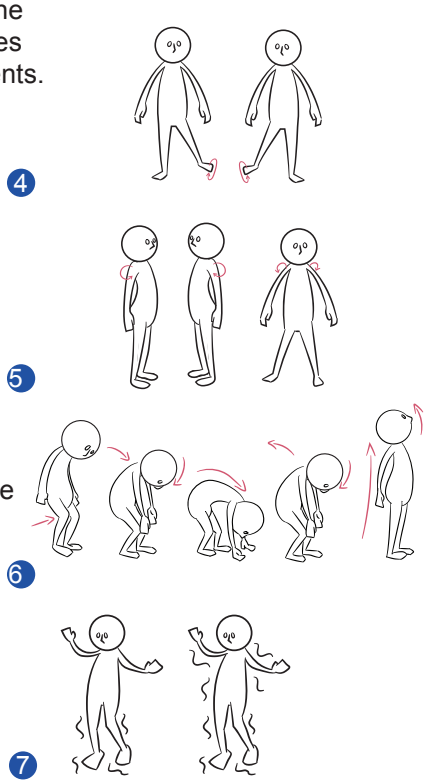
1. Hula hoops: Stand with your legs a bit wider apart and make hula hoop circles with your hips. Circle 5 times in one direction, then 5 times in the other direction.
2. Knee bounces
   a. Stand with your feet apart.
   b. Gently bend your knees behind your toes.
   c. Gently stretch your knees.
   d. Keep posture tall as you do the knee bounces.
   e. Repeat knee bounces 8 times.
3. Neck movements:
   a. Continue with the knee bounces and try to add your neck movements while you do the knee bounces.
   b. Bounce your knees as you:
      i. Look straight ahead for 4 counts.
      ii. Drop your right ear to your right shoulder for 4 counts.
      iii. Look straight ahead for 4 counts.
      iv. Drop your left ear to your left shoulder for 4 counts.



# Mobilisation and isolations

Continued

4. Ankle twists: Lift one foot off the floor. Roll the foot in circles as you keep the leg and the knee still. Circle your ankles 5 times in one direction and 5 times in the other direction. Now, lift the other foot and repeat the same movements.
5. Shoulders:
   a. Roll your right shoulders backwards 4 times.
   b. Roll your left shoulder backwards 4 times.
   c. Roll both shoulders simultaneously 4 times.
   d. Repeat a-c with forward shoulder rolls.
6. Roll down:
   a. Stand with your legs slightly apart with the above posture.
   b. Relax and bend your knees. Knees must bend behind toes.
   c. Lengthen your spine even if your knees are slightly bent.
      i. Slowly drop your chin to your chest.
      ii. Hang your arms and your body forward.
      iii. Bend your knees slightly. Keep your head tucked in.
      iv. Roll your body slowly all the way down to the floor. Try to touch the floor.
   d. Slowly reverse and roll back up again.
      i. Bend your knees.
      ii. Keep your head tucked in.
      iii. Last thing to come up is your head.
      iv. Lengthen your spine to the ceiling, shoulders down.
   e. Repeat the rolling down and up 8 times.
7. Stand up
   a. Shake out your feet, knees and legs.
   b. Shake your body and arms.

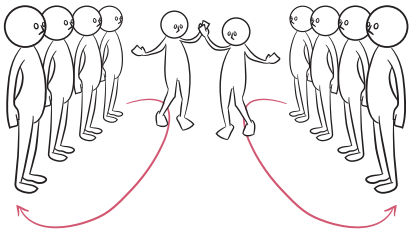



# Soul train

Main part
Time: ~ 5 min

## How to play

1. Instruct learners to stand in two lines facing each other. Allow for a space of approximately 1.5 meters between the 2 lines.
2. "The front two learners start. Partners must travel/dance together in the space between the other learners until they reach the end of the line."
3. "When you arrive at the end, join the other learners and stand in the line."
4. Allow the next partners in the front of the line to do the same.
5. Each couple should have a turn.
6. "Change partner for the next round."
7. Wait 8 counts before the next group starts.



# Creative group activity

Main part
Time: ~ 10 min

## How to play

1. "Make groups of 5."
2. Instruct learners: "Create a dance that has a circle, a line and a triangle."
3. "Remember to choose different movements for each time you change position to ensure continuous flow of movement."
4. Give learners 10 minutes to practise.

# Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.

# Formations and shapes

Moving to music: Senior phase

## Accompaniment

- Play any song of your choice.

## Intro ritual

Introduction
Time: ~ 5 min

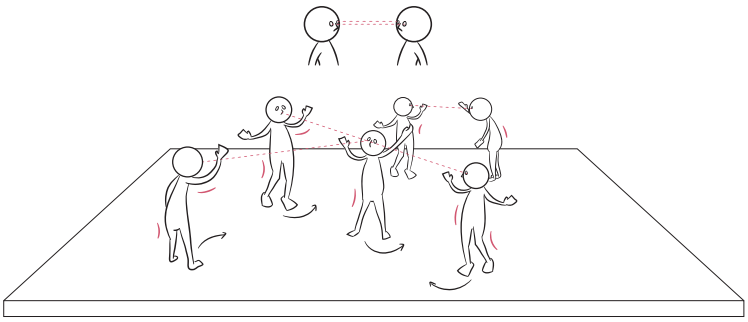
1. "Stand in two lines on opposite sides of the room."
2. "Greet a person on the other side of the room with a movement of your choice."

## Don't lose eye contact

Introduction
Time: ~ 5 min

### How to play

1. "Find a partner."
2. "Move freely around the movement area, keeping eye contact with your partner."
3. "Start moving slowly, keep eye contact, do not crash."
4. "Make different movements as you move around. Can you hold a position and maintain eye contact? Can you turn or make rotations and maintain eye contact?"
5. "After 2 minutes change partners."



## Group shapes

Main part
Time: ~ 5 min

### How to play

1. Place learners into groups of 6.
2. "In your group, find three ways to make a circle."
3. "In your group, find three ways to make a triangle."
4. "In your group, find three ways to make a rectangle"

## Formation game

Main part
Time: ~ 10 min

### How to play

1. "Today we are making shapes with the entire class."
2. "I will say the name of the shape, and you will have 30 seconds to make the shape with the entire class". After they have made the shape, let them dance around again.
3. "Dance around the movement area."
4. As teacher you can use these shapes:
   - Circle.
   - Line.
   - Square.
   - Egg shape.
   - Heart shape.
   - Diamond shape.
   - Pyramid."

# Formation game

Continued

5. For the next round of the game, add a body part to your instructions:
   - "Form a line with your arms."
   - "Make a diamond with your legs."
   - "Make a square with your feet."
   - "Make a circle with your fingers."
   - "Make a zigzag with your whole body."
6. "For the next round of the game I will add a number."
   - "Groups of 3, pyramid with your whole bodies."
   - "Groups of 4, triangle with your legs."
   - "Groups of 5, circle with your feet."
   - "Groups of 6, square with your arms."
   - "Groups of 7, diamond with your feet."

# Creative movement activity

Main part
Time: ~ 10 min

## How to play

1. Place your learners into groups of 5.
2. "Design a dance where you have 3 formations and an ending. You must have a total of 7 movements."
   - "One movement in your first formation."
   - "One movement to change formation."
   - "One movement in your second formation."
   - "One movement to change formation."
   - "One movement in your third formation."
   - "One movement to change formation."
   - "An ending position."
3. "You have 5 minutes to practise." Provide learners with approximately 15 minutes to practise their dance.
4. "It is show time. Sit where you are"
5. Instruct each group to show its dance to the class.

# Outro

Cool down
Time: ~ 5 min

## How to stretch

1. "On your own, stride through the room at your own speed."
2. "Do not make any contact with anyone. Feel your muscles used for walking tensing up and feel your arms moving to the rhythm of your own walking. Walk for a while concentrating on yourself only."
3. "Walk slower."
4. "Walk even slower."
5. "Walk even slower."
6. "Walk even slower until you eventually stop."
7. "Breathe in for 4 counts, breath out for 4 counts. Breathe in and out 3 times."

# Quality of movement and force

Moving to music: Senior phase

## Accompaniment

- Play any song of your choice.

## Intro ritual

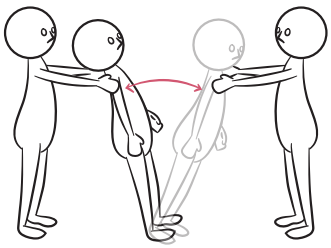
Introduction
Time: ~ 5 min

1. "Stand in two lines on opposite sides of the room."
2. "Greet a person on the other side of the room with a movement of your choice."

## Duo trust

Introduction
Time: ~ 5 min

### How to play

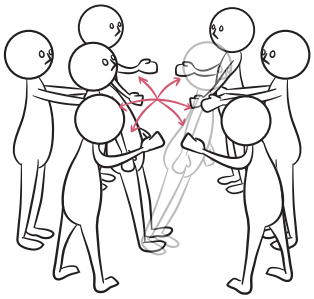


1. "Stand in groups of three."
2. "Choose a middle person."
3. "Two learners face each other, and the middle person stands in between them."
4. "The middle person tenses up his/her body like a plank, very stiff. Every muscle must be held tight and you stay on one spot."
5. "The other two learners must gently move the middle person back and forth. Slowly. Catch or hold the learner by the shoulders. Middle person, stay stiff. Do not bend at your hips."
6. "Change the middle person until everyone has had a turn in the middle."

## Group trust

Introduction
Time: ~ 5 min

### How to play



1. "Join another group so that you have 6 people in your group."
2. "Choose a middle person."
3. "Build a very tight circle around the middle person. Remember to stand very stiff."
4. Gently push and catch the middle person."
5. After 1 minute: "Change the middle person until each person has had a chance to be in the middle."

## Elements of nature

Main part
Time: ~ 20 min

### How to play

1. "Let us try out some movements with different intensities. First make strong and forceful movements, then make gentle and soft movements."
2. "Let us see if you can do both intensities with the following body parts":
   - "Fingers, move them forcefully. Now, move them gently."
   - "Arms, move them forcefully. Now, move them gently."
   - "Legs, move them forcefully. Now, move them gently."
   - "Feet, move them strong forcefully. Now, move them gently."
   - "Upper body, move it forcefully. Now, move it gently."
   - "Lower body, move it forcefully. Now, move it gently."
   - "Whole body, move it forcefully. Now, move it gently."
3. Place the learners in group of 5

# Elements of nature

Continued

4. "Think of the elements:
   - Earth.
   - Fire.
   - Water.
   - Wind."
5. "How would you move to each element?
   - i.e. Fire moves fast and with a lot of force; wind can be soft and gentle or strong a stormy."
6. "Choose 2 elements as a theme (i.e. fire, and water)."
7. "Design a dance that depicts these elements. Use different body parts at different intensities (i.e. gentle and strong movements). You need a total of 8 movements for your dance."
8. "You have 5 minutes!" Give the learners approximately 15 minutes to practise their dance. It is show time.
9. "Show your dance to the rest of the class."
10. "Go back into your groups and change the details that did not work or that you did not like and swap them with other movements."

# Outro

Cool down
Time: ~ 5 min

## How to stretch

1. "Place your left hand onto your right shoulder. Swing your right arm forward and back. Feel how your joint moves and the tendons work together."
2. "Now, massage your right arm starting from the shoulder going to the fingers. Slowly knead it, feeling your muscles and bones."
3. "Change arms. Place your right hand onto your left shoulder. Swing your left arm forward and back. Massage the left arm all the way to your fingers."
4. "Breathe in for 4 counts, breathe out for 4 counts. Breathe in for 4, breathe out for 4. Breathe in for 4, breathe out for 4."

# Isolations and movement repertoire

Moving to music: Senior phase

## Accompaniment

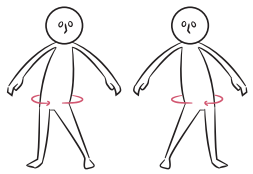
- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

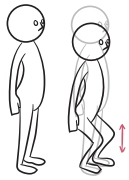
## Mobilisation and isolations

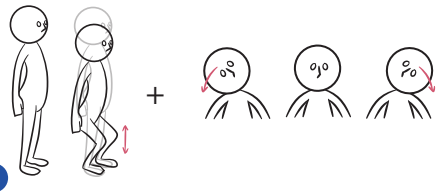
Introduction
Time: ~ 10 min

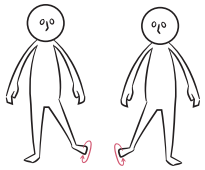
### How to move

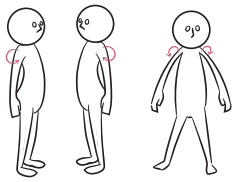
1. Hula hoops: Stand with your legs a bit wider apart and make hula hoop circles with your hips. Circle 5 times in one direction, then 5 times in the other direction.
2. Knee bounces
   a. Stand with your feet apart.
   b. Gently bend your knees behind your toes.
   c. Gently stretch your knees.
   d. Keep posture tall as you do the knee bounces.
   e. Repeat knee bounces 8 times.
3. Neck movements:
   a. Continue with the knee bounces and try to add your neck movements while you do the knee bounces.
   b. Bounce your knees as you:
      i. Look straight ahead for 4 counts.
      ii. Drop your right ear to your right shoulder for 4 counts.
      iii. Look straight ahead for 4 counts.
      iv. Drop your left ear to your left shoulder for 4 counts.
4. Ankle twists: Lift one foot off the floor. Roll the foot in circles as you keep the leg and the knee still. Circle your ankles 5 times in one direction and 5 times in the other direction. Now, lift the other foot and repeat the same movements.
5. Shoulders:
   a. Roll your right shoulders backwards 4 times.
   b. Roll your left shoulder backwards 4 times.
   c. Roll both shoulders simultaneously 4 times.
   d. Repeat a-c with forward shoulder rolls.
6. Roll down:
   a. Stand with your legs slightly apart with the above posture.
   b. Relax and bend your knees. Knees must bend over your toes.
   c. Lengthen your spine even if your knees are slightly bent.
      i. Slowly drop your chin to your chest.
      ii. Hang your arms and your body forward.
      iii. Bend your knees slightly. Keep your head tucked in.
      iv. Roll your body slowly all the way down to the floor. Try to touch the floor.
   d. Slowly reverse and roll back up again.
      i. Bend your knees.
      ii. Keep your head tucked in.
      iii. Last thing to come up is your head.
      iv. Lengthen your spine to the ceiling, shoulders down.
   e. Repeat the rolling down and up 8 times.
7. Stand up
   a. Shake out your feet, knees and legs.
   b. Shake your body and arms.

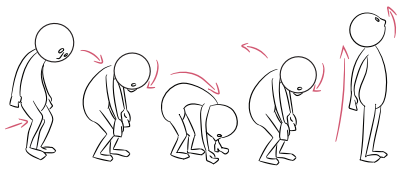
1


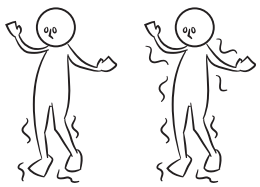
2


3


4


5


6


7


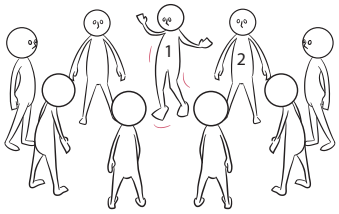
# Favourite moves dance sequence

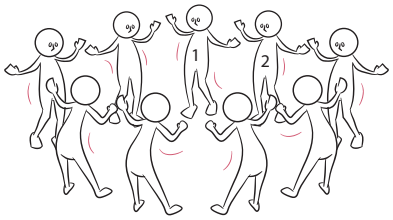
Main part
Time: ~ 5 min

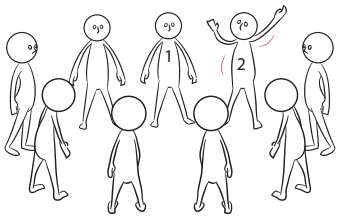
**Accompaniment:** Play music/drums.

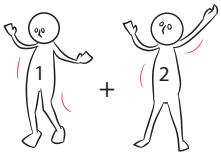
## How to play

1. Make a circle. Play some music/drums.
2. Choose a learner to start. Learner must: "Show us your favourite movement."
3. The rest of the learners must copy the movement until they can execute it comfortably.
4. Instruct the next learner in the circle to present his/her favourite movement. It must be a new movement.
5. Instruct the learners to copy the first person's movement and the second person's movement in a continuous manner.
6. Instruct the third person in the circle to contribute a movement.
7. Learners must copy movement 1, 2 and 3 in a continuous manner.
8. Instruct the fourth person in the circle to present a new movement.
9. Learners must do movement 1, 2, 3 and 4 in a continuous manner.
10. Place learners in a circle of 5.
11. Instruct each circle to repeat the above activity in its smaller circle, and remember its 5 movements.




# Creative group activity: Puzzle dance

Main part
Time: ~ 15 min

## How to play

1. Stay in your group of 5.
2. "Decide on 3 different shapes/formations that you can add to your 5 movements."
3. "Also add moments where you use high, medium and low level movements."
4. "Remember to add an ending position."
5. Give learners 10 minutes to practice.

# Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.

# Levels and formations

Moving to music: Senior phase

## Accompaniment

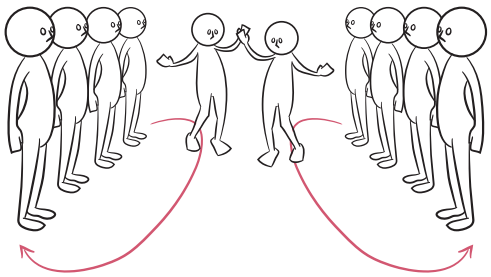
- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## Soul train

Introduction
Time: ~ 5 min

### How to play

1. Instruct learners to stand in two lines facing each other. Allow for a space of approximately 1.5 meters between the 2 lines.
2. "The front two learners start. Partners must travel/dance together in the space between the other learners until they reach the end of the line."
3. "When you arrive at the end, join the other learners and stand in the line."
4. Allow the next partners in the front of the line to do the same.
5. Each couple should have a turn.
6. "Change partner for the next round."
7. Wait 8 counts before the next group starts.



## Freeze number 1, 2 and 3

Main part
Time: ~ 5 min

**Accompaniment:** Play music/drums.

### How to play

Play music/drums. Instruct learners: "Move freely to the beat."

1. Stop the music: "Freeze! This freeze position is your position one. Remember your position 1." Play music: "Move!"
2. Stop music: "Position 1!"
3. Play music: "Move!"
4. Stop the music: "Freeze in a different position. This is your position 2. Remember position 2."
5. Play music: "Move on the floor."
6. Stop the music: "Freeze on the floor! This is position number 3."
7. "Repeat your 3 freeze positions."
8. Ask learners: "Can you change fast from position 1 to position 2 to position 3?"

## Creative group activity: Partner freeze combination in a square

Main part
Time: ~ 10 min

### How to play

1. Make groups of two.
2. Tell your learners to choose 4 freezes.
3. "Imagine a square. Every freeze must happen in a corner of your square. Use travelling movements to move from corner to corner. So, pose, travel, pose, travel, pose, travel and pose."
4. After 5 minutes, say: "Make sure that each movement flows smoothly from one movement into the next."
5. Give learners 10 minutes to practice.

## Creative group activity 2: Follow-up activity

Main part
Time: ~ 10 min

### How to play

1. “Partner with another group so that you are 4 people.”
2. “Add the two dances together to form one long dance.”
3. “Use all 4 corners of your square in your own creative way, as you pose travel pose travel pose travel, etc. ”
4. Give them 5-10 minutes to practice.

## Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.

# Rhythms

Moving to music: Senior phase

## Accompaniment

- Use drums or play the Boxing song from the CD.
- Drum at a running speed and any rhythm.

## Intro ritual

Introduction
Time: ~ 5 min

1. "Stand in two lines on opposite sides of the room."
2. "Greet a person on the other side of the room with a movement of your choice."

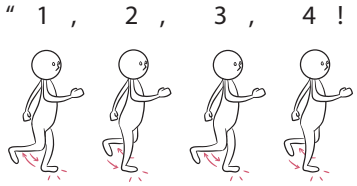
## Gumboot cardio

Introduction
Time: ~ 5 min

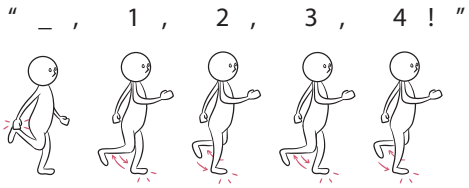
### How to play

1. "Find a position in the room where you have enough space."
2. "Start to run on the spot. Slowly at first."
3. "Count 1234 1234 1234 1234 out loud while jogging. Every step being one count."
4. "Now slap your foot before you say 1. Like an offbeat. Keep on running at the counts 1234. Slap1234, slap1234, slap1234, slap1234."
5. "Now stop at the count of 1. Keep on running at the counts 234. Slapstop234, slapstop234, slapstop234, slapstop234."
6. "Slap again before the count of 3. Like an offbeat. Keep on running at the counts 34. Slapstop2slap34, Slapstop2slap34, Slapstop2slap34, slapstop2slap34."
7. "The last one to add is stamp at the count of 2. Keep on running at the counts 34. Slapstopstampslap34, slapstopstampslap34, slapstopstampslap34, slapstopstampslap34."
8. "Practice this last version for a while. If it goes well run a bit faster."

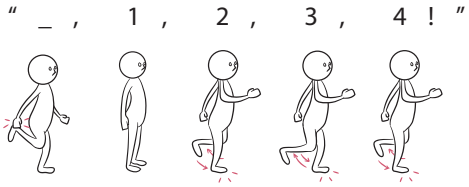
3



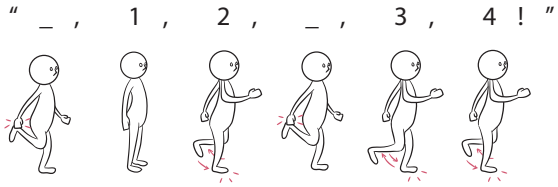

4




5




6




## Opposite dynamics

Main part
Time: ~ 5 min

### How to play

1. "Find a partner."
2. "Choose 4 movements of your choice."
3. Change the intensity your chosen movements. In other words, do some movements gently and soft and some strong and with power.
   - "Strong vs gentle"
   - "Power vs softness"
   - "Assertiveness vs retiring"
   - "Aggressive vs passive"
4. Give the learners some time to practice their dance. After 10 minutes let them show their dance.
5. "It´s show time. Sit where you are."
6. "Show your dance sequence to the rest of the class."

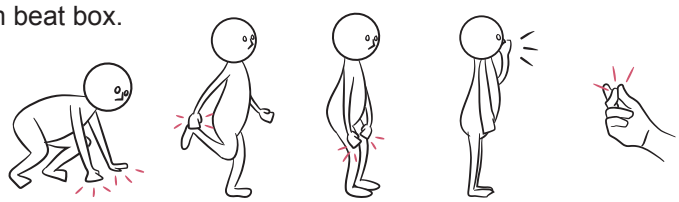
# Gumboot dance

Main part
Time: ~ 10 min

## How to perform

"Who here knows the Gumboot dance? Does anyone know where it comes from? (Mine workers used boot slaps and rhythms to communicate with each other in the dark and entertain themselves in their free time.)".

1. Place learners in groups of 5.
2. "In your group of 5, make a circle."
3. "Think of different ways to create rhythms. Give each person a turn to create a different rhythm."
4. After 2 minutes: Add some of the following movements:
   - Clap
   - Clap hands on the ground
   - Shout
   - Snap your fingers
   - Stamp
   - Clap feet and thighs
   - Click
5. "Give each person in your circle a turn to create a different rhythm including the new movements"
6. After 2 minutes: "In your group. Make a body rhythm beat box.
   Person 1: Stamp a steady beat
   Person 2: Clap an interesting off-beat
   Person 3: Slap your thighs in a rhythm
   Person 4: Shouts a short word rhythm
   Person 5: Click in a steady rhythm."



# Creative movement activity

Main part
Time: ~ 10 min

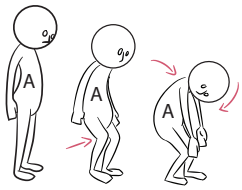
## How to conduct

1. Place learners in other groups of 5.
2. "Choose 3 movements to form an own rhythm dance."
3. "Choose 2 movements to change the formation of the sequence twice."
4. "Practice the short rhythm in your group."
5. "You have 10 minutes to practice your gum boot dance." Give the learners 10 minutes to practice. It´s show time.
6. "Show your gum boot sequence to the rest of the class."

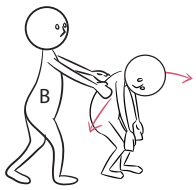
# Outro

Cool down
Time: ~ 5 min

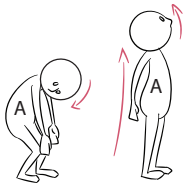
## How to stretch




1. "Find a partner."
2. "Choose who will roll down first."
3. "Person 1, slowly roll down your spine.
   - "Drop first your chin on your chest."
   - "Relax your shoulders and pull the towards the ground."
   - "Now your chest and upper body, make a hunch back"
   - "Bend knees. Relax our head and neck."
   - "Let your arms hang lose to the ground."




4. "Person 2: Gently swing persons 1's upper body from side to side. Make sure that they relax their neck and arms.
5. "Person 1: Slowly roll your spine back up."
   - "Stretch your knees."
   - "Roll your upper body up slowly , vertebrae by vertebra."
   - "Stand up straight with your shoulders relaxed."
   - "Lift your head slowly and look in front of you."
   - "Change places."
   - Repeat again with person 2 rolling down.
6. "Breath in for 4 counts, breath out for 4counts."



# Force

Moving to music: Senior phase

## Accompaniment

- Use drums or play the African war cry song from the CD.
- Drum first to a fast walking pace then to a running pace.

## Intro ritual

Introduction
Time: ~ 5 min

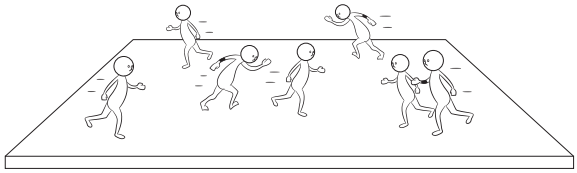
1. "Stand in two lines on opposite sides of the room."
2. "Greet a person on the other side of the room with a movement of your choice."

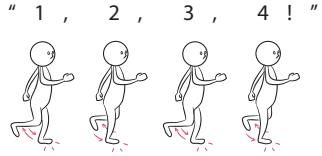
## Rhythm catcher

Introduction
Time: ~ 5 min

### How to play

1. Choose 2-3 catchers. Give the catchers something to identify them as catchers i.e. colour bands.
2. Choose someone to play the drums at a fast walking pace.
3. "You are only allowed to move to the rhythm of the beat."
4. "Catchers: Catch the learners. If you catch someone, they become the catcher. Give them the marker to be catcher 5.
5. After awhile let someone play the drum to a running pace.

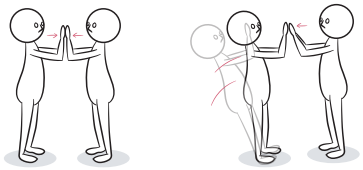





## Pressure

Introduction
Time: ~ 5 min

### How to play



1. "Find a partner."
2. "Stand face to face with your partner holding up both hands."
3. "Press against each other's palms and feel the pressure and the force."
4. "Now try to push your partner of balance only by pressing against their palms and not moving your feet."
5. "Now try it on one foot. Who wins the little fight?"

## Haka movements

Main part
Time: ~ 10 min

### How to perform

1. "Who has seen a rugby match? "
2. "Who has seen the New Zealand players dance before they play the match?"
3. "Who knows what their dance is called?" (The Haka)
4. "The Haka is a War Dance from New Zealand. It represents strength as it prepares the men for war. The dance also aims to scare the enemy as they show of their strength and courage. But it also represents respect for their traditions, their culture and their country.
   Haka is a war cry performed with forceful strong movements.
5. "Practice the following movements
   - "Stand firmly with your feet apart, knees bent, chest strong."
   - "Look fierce like a warrior."
   - "Clap your hands against your thighs."
   - "Stamp your feet."
   - "Make strong arm movements."
   - "Jump and land firmly."
   - Starting in a wide base

# Haka movements

Continued

- Slap thighs x 4 counts
- Lock both elbows into the waist and shake both hands at the same time x 4
- Step forward on the right foot still shaking the right hand
- Step forward on the right foot still shaking the right hand
- Step forward on the left foot and shake hands x 4
- Raise both arms up to make right angles at shoulder level
- Tap the right elbow with the left hand x 2
- Tap the left elbow with the right hand x 2
- Slap thighs x 3
- Jump up x 1
- Tap the right elbow with the left hand x 2
- Tap the left elbow with the right hand x 2
- Slap thighs x 3
- Jump up x 1

# Haka dance

Main part
Time: ~ 10 min

## How to perform

1. Place learners into groups of 5.
2. "Design your own HAKA sequence.
3. "Choose 6 movements to put into a sequence."
4. "Remember to use intense movements:
   - Strong actions,
   - Power,
   - Assertiveness,
   - Aggressiveness yet control."
5. "Everyone in the group moves as one person, doing the same movement at the same time with the same force."
6. Drum at a fast running pace or play the African war cry song from the CD.
7. "Practice your war cry to the song or drumming."
8. "It's time to scare your enemy."
9. Instruct 2 groups to perform at a time. Let the 2 groups face each other. Let the one group do their war cry, and then let the other group respond to them by doing their war cry."
10. While performing drum or play the African war cry song from the CD.

# Outro

Cool down
Time: ~ 5 min

## How to stretch

As teacher read these instructions in a calm voice:

- "On your own find a spot in the room."
- "Stretch like you have just woken up, yawning."
- "Stretch your arms to the sky."
- "Make your back long."
- "Stretch your fingers."
- "Stretch for one minute."
- "Now lie down on the ground.
- "Stretch like a cat."
- "Stretch and pull your toes."
- "Stretch your legs and knees."
- "Stretch like you just woke up in bed."
- "Stretch like that for one minute."
- "Relax everything and feel the blood stream in your veins. Feel your heart beat and feel your pulse."
- "Slowly get up and take in your surroundings."

"Breath in 8 counts, hold breath for 4 counts and breath out 8 counts."

# Variation of movement quality

Moving to music: Senior phase

## Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## Follow the leader

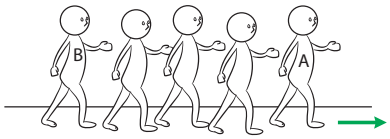
Introduction
Time: ~ 10 min

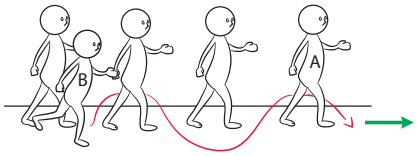
### How to play

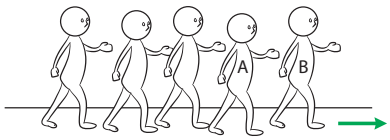
Make groups of five. Choose a leader for each group. Instruct the leaders to move in interesting ways using different levels (high, medium and low). They must also use different pathways and make different patterns on the floor as they move. Learners must follow their leader.

1. First leader: "Leader, walk and do interesting movements. Try not to crash with another group."
2. After 30 seconds: "Back person, snake to the front. Now you are the new leader." The person in the back has to snake through the other learners to get to the front.
3. The new leader must:
   a. "New leader, walk faster. Make a triangle pathway on the floor as you walk."
   b. "Back person, snake to the front. You are the new leader. Run around and make 4 big circles in your path as you run."
   c. "Back person, snake to the front. Roll and walk! Roll and walk!"
   d. "Back person to the front. Walk in a zigzag pathway as you walk."

A: LEADER
B: PERSON AT THE BACK




## Favourite moves circle

Main part
Time: ~ 5 min

**Accompaniment:** Play music/drums.

### How to play

1. Make a circle and play music/drums.
2. As teacher, do your favourite movement.
3. Learners must copy your movement.
4. Instruct the learner to your right to show his/her favourite movement. It must be a new movement.
5. Learners must copy the new movement until they can execute it comfortably.
6. Instruct the next learner in the circle to present his/her favourite movement, etc. Each learner must get a chance to present a new movement to the circle. Already shown movements may not be repeated.

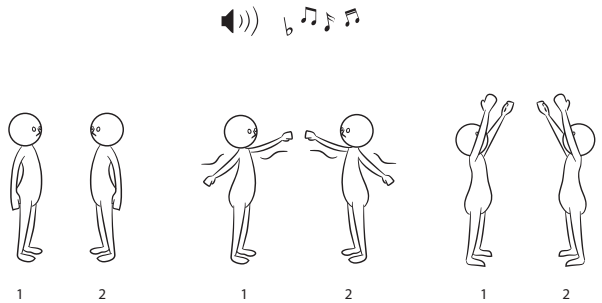
# Mirror mirror

Main part
Time: ~ 5 min

## How to play

Two partners face each other. One learner is the “the person” and the other “the mirror”. Movements must be slow (no fast movements).

1. “Stand facing your partner with a small space between you.”
2. “Choose ‘the person’.”
3. Play slow music/drums: “Person, show slow movements.”
4. “Mirror, copy the movements as precisely as you can.”
5. After 1 minute: “Swap around! Mirror, now you lead.”
   After 1 minute: “Change leaders again. Now, stand still and try to move only your head. Only head movements are allowed.”
6. “Only upper body movements are allowed.”
7. “Change leaders again.”
8. “Use your lower body parts only.”
9. “Only fluent and slow movements.”
10. “Try to move as big as you can. Only big movements are allowed.”
11. “Move jerky! Move like a robot!”
12. Last round: “Move any way you want and make sure that your mirror is following you.”




# Creative group activity: Movement sentence sequence

Main part
Time: ~ 10 min

## How to play

1. Divide your class into groups of 5.
2. Instruct your learners to create a dance: “Put a sequence together with the following action verbs (stick with this order): Roll, twist, spin, jump, wiggle, collapse and end.”
3. Give learners 10 minutes to work on their own dance sequence.

# Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.

# Isolations and movement repertoire

Moving to music: Senior phase

## Accompaniment

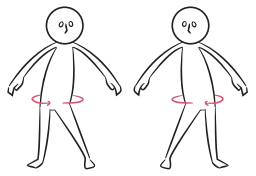
- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

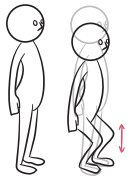
## Mobilisation and isolations

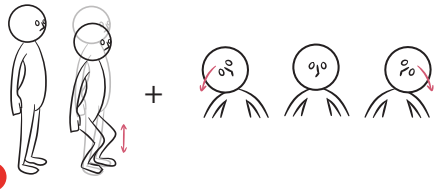
Introduction
Time: ~ 5 min

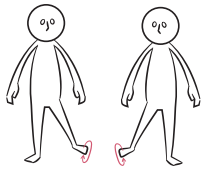
### How to move

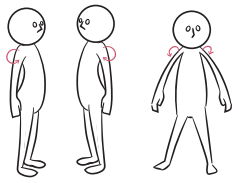
1. Hula hoops: Stand with your legs a bit wider apart and make hula hoop circles with your hips. Circle 5 times in one direction, then 5 times in the other direction.
2. Knee bounces
   a. Stand with your feet apart.
   b. Gently bend your knees behind your toes.
   c. Gently stretch your knees.
   d. Keep posture tall as you do the knee bounces.
   e. Repeat knee bounces 8 times.
3. Neck movements:
   a. Continue with the knee bounces and try to add your neck movements while you do the knee bounces.
   b. Bounce your knees as you:
      i. Look straight ahead for 4 counts.
      ii. Drop your right ear to your right shoulder for 4 counts.
      iii. Look straight ahead for 4 counts.
      iv. Drop your left ear to your left shoulder for 4 counts.
4. Ankle twists: Lift one foot off the floor. Roll the foot in circles as you keep the leg and the knee still. Circle your ankles 5 times in one direction and 5 times in the other direction. Now, lift the other foot and repeat the same movements.
5. Shoulders:
   a. Roll your right shoulders backwards 4 times.
   b. Roll your left shoulder backwards 4 times.
   c. Roll both shoulders simultaneously 4 times.
   d. Repeat a-c with forward shoulder rolls.
6. Roll down:
   a. Stand with your legs slightly apart with the above posture.
   b. Relax and bend your knees. Knees must bend over your toes.
   c. Lengthen your spine even if your knees are slightly bent.
      i. Slowly drop your chin to your chest.
      ii. Hang your arms and your body forward.
      iii. Bend your knees slightly. Keep your head tucked in.
      iv. Roll your body slowly all the way down to the floor. Try to touch the floor.
   d. Slowly reverse and roll back up again.
      i. Bend your knees.
      ii. Keep your head tucked in.
      iii. Last thing to come up is your head.
      iv. Lengthen your spine to the ceiling, shoulders down.
   e. Repeat the rolling down and up 8 times.
7. Stand up
   a. Shake out your feet, knees and legs.
   b. Shake your body and arms.

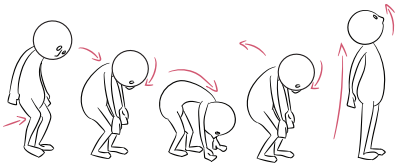
1


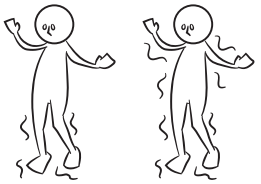
2


3


4


5


6


7


## Stop and formation

Main part
Time: ~ 5 min

**Accompaniment:** Play music.

### How to play

1. Play music: "Run and dance around to the music." (Move across entire area).
2. Stop the music after 30 seconds: "Find a partner as fast as you can and sit down."
3. Repeat the above 5 times.
4. Now, play and stop the music, but give a different instruction each time you stop:
   a) "Make groups of 8 as fast as you can. Make a circle."
   b) "Build a line of 5 as fast as you can. Connect with your shoulders."
   c) "Build a big class triangle."
   d) "Find a partner as fast as you can. Stand back to back."
   e) "Make groups of 3 and show a synchronized dance move."
   f) "Make groups of 6 as fast as you can. Show a square."

## Freeze number 1, 2 and 3

Main part
Time: ~ 10 min

**Accompaniment:** Play music.

### How to play

Play music/drums. Instruct learners: "Move freely to the beat."

1. Stop the music: "Freeze! This freeze position is your position one. Remember your position 1." Play music: "Move!"
2. Stop music: "Position 1!"
3. Play music: "Move!"
4. Stop the music: "Freeze in a different position. This is your position 2. Remember position 2."
5. Play music: "Move on the floor."
6. Stop the music: "Freeze on the floor. This is position number 3."
7. "Repeat your 3 freeze positions."
8. Ask them: "Can you change fast from position 1 to position 2 to position 3?"

## Creative group activity: Group formation & freeze combination

Main part
Time: ~ 10 min

### How to play

1. Split your class into groups of 5.
2. Tell your learners to choose 6 freezes.
3. "Create a dance with following elements: 3 different formations (square, circle and triangle) and 6 different freezes."
4. "Add 3 different ways to change formations. Ensure that each movement flows smoothly from one movement into the next."
5. "Add an ending position."
6. Give learners 10 minutes to work on their own dance sequence.

## Cool down

Cool down
Time: ~ 10 min

**Instruct** each group to present its dance to the class.

# Space and imagination

Moving to music: Senior phase

## Accompaniment

## Intro ritual

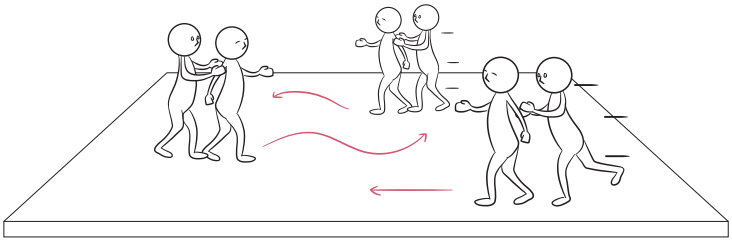
Introduction
Time: ~ 5 min

1. "Stand in two lines on opposite sides of the room."
2. "Greet a person on the other side of the room with a movement of your choice."

## Human marionette

Introduction
Time: ~ 5 min

### How to play



1. "Find a partner."
2. "Stand behind each other."
3. "The person at the back must move the front learner by touching his/her back or shoulders."
4. "Move around the room."
5. "Change directions often."
6. "Alter the rhythm of the movements of your partner, by exploring slow movements, fast movements and stopping movements."
7. "Front person, close your eyes and respond to the pressure of your partner only."
8. After 3 minutes: "Front person to the back. Lead your partner from behind."

## Formation game

Main part
Time: ~ 10 min

### How to play

1. "Today we are making shapes with the entire class."
2. "I will say the name of the shape, and you will have 30 seconds to make the shape with the entire class". After they have made the shape, let them dance around again.
3. "Dance around the movement area."
4. "Make a:
   - Egg formation
   - Zig-zag/ The shape of a lightning bolt
   - Pyramid
   - Number 5 on a dice
   - Triangle
   - Stairs (Use different levels)
   - Star formation."
5. "For the next round of the game, add a body part to your instructions. Make a:
   - Round formation with your arms
   - Triangle with your legs
   - Number 5 on a dice with your fingers
   - Star formation with your arms
   - Upper body (using fingers, arms, head, chest and shoulders)
   - Stairs with your lower body (using hips, legs, feet)."
6. 'For the next round of the game I will add a number."
   - "Groups of 3, pyramid with your feet."
   - "Groups of 4, round formation with your fingers."
   - "Groups of 5, number 5 on a dice with your whole body."
   - "Groups of 6, zigzag with your legs."
   - "Groups of 7, stairs with your arms."

# Plan an event

Main part
Time: ~ 10 min

## How to play

1. Place learners into groups of 5.
2. "In your group, design a dance about a special occasion."
3. "Choose a special occasion, for example, a:
   - Birthday
   - Wedding
   - Birth of a baby
   - New Year's Eve party
   - Christmas
   - Funeral
   - Prize giving or graduation."
4. "Think of your special occasion. What happens during these celebrations? How can you use dance movements to symbolise what happens?"
5. "Remember, this is a dance activity, and not a drama. You have to look like you are dancing the movements."
6. "Your dance must have 7 movements and an ending."
7. After 3 minutes: "Remember to use at least 3 different formations in your dance."
8. "You have 5 minutes! "Provide learners with approximately 10 minutes to practise their dance. "It is show time!"
9. "Sit where you are."
10. Give each group a chance to show its dance to the class.

# Outro

Cool down
Time: ~ 5 min

## How to stretch

1. "On your own, stride (take big long steps) through the room in your own speed."
2. "Do not make any contact with anyone."
3. "Walk for a while concentrating only on yourself."
   - "Feel the muscles that you use for walking."
   - "Feel your arms moving to the rhythm of your walking."
   - "Listen to the sound of your feet and your breathing as you walk."
   - "If you can imagine a sound for your arms striding through the air, what would it be?"
   - "Listen to that sound in your head as you walk."
   - "Make that sound softly as you walk."
   - "Walk slower and slower."
   - "Slow down until you eventually stop."
4. "Breathe in for 4 counts, breathe out for 4 counts. Repeat the deep breaths 3 times."

# Dances from around the world - India

Moving to music: Senior phase

## Accompaniment

- No accompaniment needed.

## Intro ritual

Introduction
Time: ~ 5 min

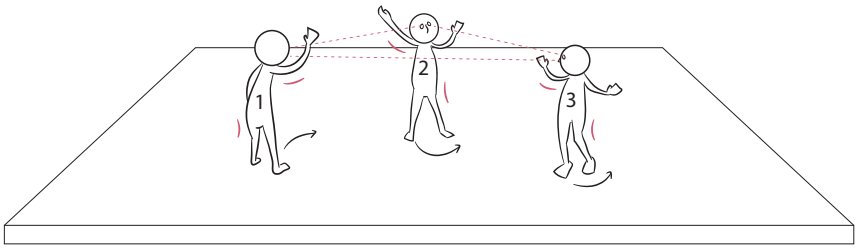
1. "Stand in two lines on opposite sides of the room."
2. "Greet a person on the other side of the room with a movement of your choice."

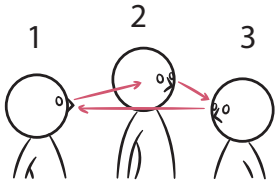
## Eye contact

Introduction
Time: ~ 5 min

### How to play

1. "Make groups of three."
2. "Everyone gets a number from 1 to 3."
3. "Number 1 tries to make eye contact with Number 2 of your group. Number 2 tries to escape Number 1's eye contact."
4. "Number 2 tries to make eye contact with Number 3 of your group. Number 3 tries to escape Number 2's eye contact."
5. "Number 3 tries to make eye contact with Number 1 of your group. Number 1 tries to escape Number 3's eye contact."
6. "Start with moving slowly around the room so you do not crash."
7. "Now start to move around in different form and ways and see, how long and in which positions can you escape the gaze."




## Dance styles from around the world

Main part
Time: ~ 10 min

### How to conduct

1. "Today we are going to explore different music and dance styles from around the world. Who knows a music and dance style from another culture?" Let the learners who respond, show you what they know. Allow the rest of the class to copy their movements.
2. "Who knows a music and dance style from another country?" Let the learners who respond, show you what they know. Allow the rest of the class to copy their movements.
3. "Has anyone seen or heard music and dance styles from India?" Let the learners who respond, show you what they know. Allow the rest of the class to copy their movements.
4. "In India they dance a lot with their hands. They have more than a 100 different hand and finger positions."
5. "Can you think of 10 different hand and finger positions?" Give the learners some time to think and explore.

# Creative movement activity

Main part
Time: ~ 15 min

## How to perform

1. Place learners into groups of 3.
2. "Design a dance where you incorporate these hand and finger positions. You must have a total of 7 movements, and you must use different levels and different formations."
3. "You have 5 minutes!" Give the learners approximately 15 minutes to practise their dance.
4. "It is show time. Sit where you are."
5. Instruct 2 groups to show their dance to the class at the same time.

# Outro

Cool down
Time: ~ 5 min

## How to stretch

1. "Place your left hand onto your right shoulder. Swing your right arm forward and back. Feel how your joint moves and the tendons work together."
2. "Now, massage your right arm starting from the shoulder going to the fingers. Slowly knead it, feeling your muscles and bones."
3. "Change arms. Place your right hand onto your left shoulder. Swing your left arm forward and back. Massage the left arm all the way to your fingers."
4. "Breathe in for 4 counts, breathe out for 4 counts. Breathe in for 4, breathe out for 4. Breathe in for 4, breathe out for 4."

# Cultural dance

Moving to music: Senior phase

## Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## Name game

Introduction
Time: ~ 5 min

### How to play

Say your name to the beat and say what you like with a matching movement.

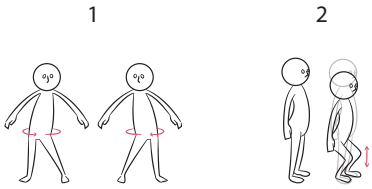
1. Make a circle.
2. Learners must walk on the spot to keep the beat (i.e. r – l – r – l).
3. Choose the starting person. "Say your name AND what you like in time to the beat. (E.g. "My name is Vuyo and I like to play cricket!")
4. "Now say it again, and add your own movements to your words."
5. Let the whole class repeat the sentence and movements out loud.
6. Give each person in the circle a chance to introduce him/herself, what they like, and add his/her movements.
7. Each time, the learners must repeat the sentence and movements out loud.

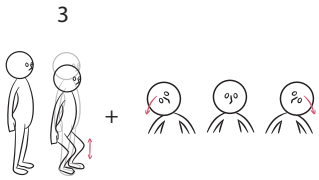
## Mobilisation and isolations

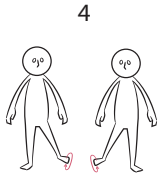
Main part
Time: ~ 5 min

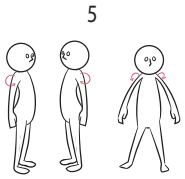
### How to play

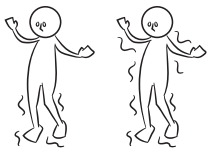
1. Hula hoops: Stand with your legs a bit wider apart and make hula hoop circles with your hips. Circle 5 times in one direction, then 5 times in the other direction.
2. Knee bounces
   a. Stand with your feet apart.
   b. Gently bend your knees behind your toes.
   c. Gently stretch your knees.
   d. Keep posture tall as you do the knee bounces.
   e. Repeat knee bounces 8 times.
3. Neck movements:
   a. Continue with the knee bounces and try to add your neck movements while you do the knee bounces.
   b. Bounce your knees as you:
      i. Look straight ahead for 4 counts.
      ii. Drop your right ear to your right shoulder for 4 counts.
      iii. Look straight ahead for 4 counts.
      iv. Drop your left ear to your left shoulder for 4 counts.
4. Ankle twists: Lift one foot off the floor. Roll the foot in circles as you keep the leg and the knee still. Circle your ankles 5 times in one direction and 5 times in the other direction. Now, lift the other foot and repeat the same movements.
5. Shoulders:
   a. Roll your right shoulders backwards 4 times.
   b. Roll your left shoulder backwards 4 times.
   c. Roll both shoulders simultaneously 4 times.
   d. Repeat a-c with forward shoulder rolls.
6. Stand up
   a. Shake out your feet, knees and legs.
   b. Shake your body and arms.



## Cultural dance session

Main part
Time: ~ 10 min

### How to play

Choose a traditional/cultural dance. If you do not know the dance, invite someone (i.e. community member, dancer or learner) to teach the dance to your class. Allow the person 10 minutes to teach the cultural dance to your class.

## Creative group activity: Cultural dance

Main part
Time: ~ 10 min

### How to play

1. Divide your class into groups of 5.
2. Instruct your learners to create a dance. “Create your own cultural dance. Put a sequence together with 4 movements from the Cultural Dance Session and add 2 other movements.”
3. Give the learners 10 minutes to work on their own dance sequence.
4. After 5 minutes: “Add a change of formation to your dance.”

## Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.

# Moving to music

Moving to music: Senior phase

## Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## Learners are taking over the world!

Introduction
Time: ~ 15 min

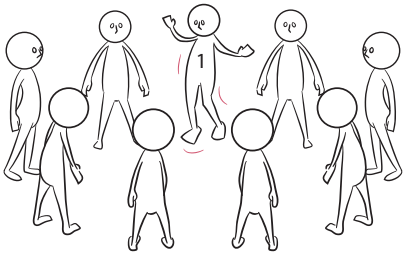
### How to conduct

1. Go into groups of 5
2. "In your group, design a fun warm-up activity. Remember, the activity must be energetic and make you a little tired. It must also be fun! You may not use any of the activities you have done in class already. You must design your own."
3. Give learners 5 minutes to discuss this activity.
4. Thereafter, instruct your learners: "Prepare a demonstration of their activity for the class."
5. Give learners 3-5 minutes to prepare their demonstration.
6. Give each group a chance to show its activity to the class!

## Body percussion circle

Main part
Time: ~ 10 min

### How to play



1. Stand in a circle.
2. Every learner must: "Create a short rhythm pattern using body percussion and movement. You can clap your hands, snap your fingers, slap your thighs, stomp your feet, add a turn, add a wiggle, add a jump or even add a run! Up to you!"
3. Appoint the first learner.
4. Instruct the rest of the learners to copy each body percussion movement combination. Keep a steady beat. Continue until everyone is comfortable with the rhythm.
5. Appoint the next learner to create a different rhythm pattern.
6. Give 7 learners a chance to share their rhythm patterns.

## Creative group activity: Body percussion sequence

Main part
Time: ~ 10 min

### How to perform

1. Get into groups of 5.
2. "Design a dance with dance movements, body percussion and interesting rhythms."
3. "You need at least 6 different movements."
4. "You must change formation twice (two times) during your dance."
5. "You must include high movements and low movements on the floor."
6. "Add an ending."
7. Give learners 10 minutes to prepare their dance.

## Cool down

Cool down
Time: ~ 5 min

**Instruct** each group to present its dance to the class.

# Dances from around the world - Russia

Moving to music: Senior phase

## Accompaniment

- Drum first at a fast walking pace then at a running pace.

## Intro ritual

Introduction
Time: ~ 5 min

1. "Stand in two lines on opposite sides of the room."
2. "Greet a person on the other side of the room with a movement of your choice."

## Rhythm catcher

Introduction
Time: ~ 5 min

### How to play

1. Choose 2-3 catchers. Give the catchers something to identify them as catchers i.e. colour bands
2. Choose someone to play the drums at a fast walking pace.
3. "You are allowed to move to the rhythm of the beat only."
4. "Catchers, catch the learners. If you catch someone, he/she becomes the catcher. Give them the marker to be catcher.
5. After a while, let someone else play the drum to a running pace.

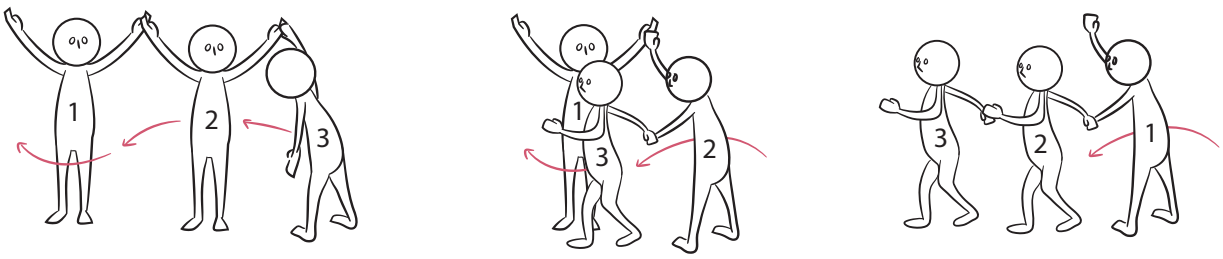
## Russian troika dance

Main part
Time: ~ 25 min

### How to perform

Orientation:

1. "Today we are going to learn a Russian dance! But first, we need to practise some movements."
2. "Stand in lines of 3 holding hands."
3. "The person on the left and the middle person must lift up their arms."
4. "Person on the right must walk underneath the lifted arms, while still holding hands."
5. "The person in the middle may have to follow underneath to unwind the arms."
6. "If you did it correctly, you should be back in your line of 3."
7. "We are going to call this the weave."
8. Let the learners practice the weave 4 times.
9. "Can you weave the other way? Let the person on the right and in the middle lift their hands. Person on the left, you must weave through."
10. "Weave to the right 4 times."
11. "Can you weave once to the left, and weave once to the right?"
12. "In the dance, you will weave once to the left and once to the right."



# Russian troika dance

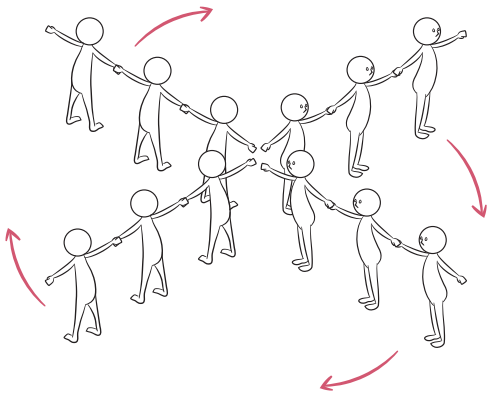
Continued

The dance:

1. "In your line of 3, connect with 3 other lines of 3 to stand in a star formation. Your star formation will have a total of 4 lines of 3. "
2. "In your star formation, gallop 16 steps around in a circle."
3. "In your line of 3: weave!"
4. "In your lines of 3: make a small circle."
5. "Take 12 steps to the right of your circle and stamp your feet 3 times."
6. "Take 12 steps to the left of your circle and stamp your feet 3 times."
7. "Join your group of 3 to the larger star-formation."
8. "Drop down to kneel, jump up."
9. "Drop down to kneel, jump up."
10. "Practise the entire dance 4 times."
11. If you like ask the drummer to accompany the movements. This can also be performed in silence or with the clapping of the teacher. No accompaniment is necessary.

Choreography:

- 16 gallop steps in the big circle to the front
- Weave to the left weave to the right, small circle
- 12 steps to the right
- 3 stamps
- 12 steps to the left
- 2 stamps
- 2 x drop down to kneels and jump back up again



# Outro

Cool down
Time: ~ 5 min

## How to stretch

1. "Find a partner."
2. "Choose who will roll down first."
3. "Person 1, slowly roll down your spine."
   - "Drop first your chin on your chest."
   - "Relax your shoulders and pull towards the ground."
   - "Now your chest and upper body make a hunch back."
   - "Bend knees. Relax our head and neck."
   - "Let your arms hang lose to the ground."
4. "Person 2, gently swing person 1's upper body from side to side. Make sure that he/she relaxes his/her neck and arms."
5. "Person 1, slowly roll your spine back up."
   - "Stretch your knees."
   - "Roll your upper body up slowly, vertebrae by vertebra."
   - "Stand up straight with your shoulders relaxed."
   - "Lift your head slowly and look in front of you."
   - "Change places."
   - Repeat again with person 2 rolling down.
6. "Breathe in for 4 counts, breathe out for 4counts."

# Dances from around the world - Fusion

Moving to music: Senior phase

## Accompaniment

- Use drums or play any song of choice.
- Drum at any speed and rhythm you like.

## Intro ritual

Introduction
Time: ~ 5 min

1. "Stand in two lines on opposite sides of the room."
2. "Greet a person on the other side of the room with a movement of your choice."

## Freestyle circle

Introduction
Time: ~ 5 min

### How to play

1. "Make two circles."
2. "Take turns to enter the circle. You can enter the circle alone or with a partner. Explore different kinds of movement: slow movements, fast movements , strong movements, gentle movements, high movements, low movements, Haka movements, Indian movements, Russian movements and your own movements."
3. "The circle must copy the movements of the person in the middle."
4. Drum or play any song. Let the learners dance around for approximately 4 minutes.

## Activity

Main part
Time: ~ 10 min

### How to conduct

1. "Today, we are going to play around with more styles of dance from around the world."
2. "Previously, we explored the Haka from New Zealand. Show us a movement."
3. "We also learnt about the hand and finger movements of Indian dance. Show me some hand and finger positions as you move."
4. "We also learnt a Russian dance."
5. "In our country and in our community, we also have our own styles of dance. Who can show us a dance style you enjoy with your friends?" Let the learners who respond, show you what they know. Instruct the rest of the class to copy their movements.
6. "Who can show us a dance style you enjoy with your family?" Let the learners who respond, show you what they know. Instruct the rest of the class to copy their movements.
7. "Who can show us another dance style you have seen around in this area?" Let the learners who respond, show you what they know. Instruct the rest of the class to copy their movements.

# Creative movement activity

Main part
Time: ~ 15 min

## How to conduct

1. Place learners into groups of 5.
2. "Design a dance that includes movements from 4 different dance styles from around the world."
3. "In total, you must have 8 movements. 2 movements per dance style."
4. "Make sure your choice of movements flow from one movement into the next to form a continuous movement sentence."
5. "Change formation and use different levels."
6. "You have 10 minutes!" Give learners approximately 10 minutes to design their dance.
7. "It is show time. Sit where you are."
8. Instruct each group to show its dance to the class.

# Outro

Cool down
Time: ~ 5 min

## How to stretch

As teacher read these instructions in a calm voice:

- "On your own find a spot in the room."
- "Stretch like you have just woken up, yawning."
- "Stretch your arms to the sky."
- "Make your back long."
- "Stretch your fingers."
- "Stretch for one minute."
- "Now lie down on the ground.
- "Stretch like a cat."
- "Stretch and pull your toes."
- "Stretch your legs and knees."
- "Stretch like you just woke up in bed."
- "Stretch like that for one minute."
- "Relax everything and feel the blood stream in your veins. Feel your heart beat and feel your pulse."
- "Slowly get up and take in your surroundings."

"Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts."

# Assessment: Moving to music

First and last name: _____

Date: _____

Class: _____

**Rating:**

**3 points:** Meets the expectations with excellence

**2 points:** Meets the expectations

**1 point:** Meets not all the expectations

**0 points:** Didn't meet any expectations

| | Term 1 | Term 2 | Term 3 | Term 4 |
|---|---|---|---|---|
| 1) Participation | | | | |
| 2) Creativity | | | | |
| 3) Coordination | | | | |
| 4) Musicality / Rhythmic ability | | | | |
| 5) Togetherness (being in sync.) | | | | |
| 6) Social interactive skills | | | | |
| 7) Physical endurance / concentration | | | | |
| **Total points:** | | | | |
| **Mark:** | | | | |

General comments: _____

| Rating Code | Description of Competence | Percentage |
|---|---|---|
| 7 | Outstanding achievement | 80 - 100 |
| 6 | Meritorious achievement | 70 - 79 |
| 5 | Substantial achievement | 60 - 69 |
| 4 | Adequate achievement | 50 - 59 |
| 3 | Moderate achievement | 40 - 49 |
| 2 | Elementary achievement | 30 - 39 |
| 1 | Not achieved | 0 - 29 |

# HEALTH, HYGIENE AND NUTRITION

KaziKidz

*Teaching Material for Schoolchildren*

HEALTH, HYGIENE AND NUTRITION

The *KaziKidz* toolkit is a holistic educational and instructional tool for primary school teachers and arose from the project *KaziBantu*. *Kazi* means "active" and *Bantu* means "people" in Swahili, one of the national languages of South Africa. The lessons have been designed in conjunction with South Africa's Curriculum and Assessment Policy Statement (CAPS). Ready-to-use assessments can be found at the end of each section which may be integrated into formal assessments of learner performance and can supplement the school academic curricula. The aim is to lead learners through content, games and activities, and conducted in a joyful manner that encourages and promotes a healthy lifestyle throughout childhood into adolescence. By using *KaziKidz* you will be contributing to the wellbeing and health of your learners.

While neglected tropical diseases (NTDs) do not feature prominently in the burden of disease statistics of South Africa, some NTDs are common in disadvantaged populations, especially in children growing up in poor neighborhoods. Chronic helminth infections (worms) not only cause morbidity, but also negatively affect the cognitive and physical development and school performance of children. By addressing these conditions through education about appropriate health and hygiene behaviors for your school child (3 x 40 minute lessons per grade for grades 1 to 7), both you and the school child are at a reduced risk for infectious communicable diseases.

Inadequate intake of nutritional foods may adversely affect the health and well-being of primary schoolchildren from disadvantaged areas. The limited dietary diversity is further influenced by the lack of nutritional options offered at the tuck shops and food vendors at the schools.

The general wellbeing of primary schoolchildren from poor neighbourhoods may also be affected by lack of nutritional value, since schoolchildren usually eat food served by tuck shops and vendors during school hours. The South African National School Nutrition Programme (NSNP) attempts to address energy, protein and micronutrient deficiencies and alleviate short-term hunger by providing food that supplies 30% of the daily energy requirements of a child. In order to complement this, the nutritional education lessons (3 x 40 minute lessons per grade for grades 1 to 7) should bring dietetics closer to the learners in a playful way. Furthermore, it aims to encourage sustainable healthy eating habits throughout their life. *Kazi* and lesson plans in green will guide you through the Health, hygiene and nutrition teaching materials.

**Now, we wish you a lot of fun with the implementation of the *KaziKidz* teaching material and many great experiences with your schoolchildren.**

# LESSON PLANS FOR Grade 4

Health & Hygiene and Nutrition

Physical Education

Moving to Music

KaziKidz
Teaching Material for Schoolchildren

# Lesson tracker

## Health, Hygiene and Nutrition - Grade 4

| This overview table should facilitate the tracking of the lessons and assessments. | | | | |
|---|---|---|---|---|
| **Component** | **Term** | **Lesson Number** | **Lesson Content** | **Date** |
| Health and Hygiene | | Lesson 1 | Handwashing | |
| | | Lesson 2 | Germs | |
| | | Lesson 3 | Proper use of toilet | |
| | | Assessment: Health and Hygiene | | |
| Nutrition | | Lesson 4 | Diet and dental hygiene | |
| | | Lesson 5 | Balanced diet | |
| | | Lesson 6 | Food rights and responsibilities | |
| | | Assessment: Nutrition | | |

# Hand washing

Health and hygiene: Intermediate phase

## Materials

- Glitter (or sand/flour) and lotion (or soap).
- Worksheet 4.1.1 - Germs
- Blank sheets and colored pencils.

## Aim

- Make the learners aware of germs and the importance of washing hands.

## Introduction

Introduction
Time: ~ 5 min

Introduce the daily topic about washing hands.
Ask the learners if they can repeat the **WHY**, **WHEN** and **HOW** to wash their hands.

**WHY**
- Hands are 'germ spreaders'.
- It is an effective way to prevent infections.

**WHEN**
- After using the toilet.
- After sneezing or coughing.
- After playing with pets.
- After sports or playing outside.
- After being with someone who is sick.
- Before eating.
- Before cooking.

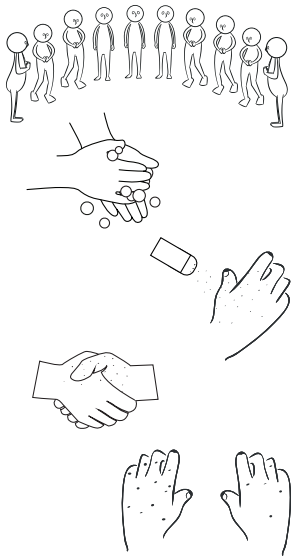
**HOW**
- Demonstration.
- Sing the 'hand washing' song.

**This is the way we wash our hands, wash our hands, wash our hands. This is the way we wash our hands, wash them every day. Palm and back and in between, in between, in between. Palm and back and in between, wash the dirt away.**

## Activity 1: Germ spreading experiment

Main part
Time: ~ 10 min

### How to conduct



Ask the learners to explain the term 'germ'. Ask them how big they are and if we can see them?

1. Make a half circle in front of the class with up to 10 learners.
2. Put a small amount of hand lotion/soap in each learner's hands. Let him/her rub it all over his/her hands.
3. Sprinkle a small amount of glitter/sand/flour into the hands of the learner on the right side (use a bucket underneath). Have him/her rub his/her hands to spread evenly.
4. Next, let the learners shake each other's hand. After the handshake, the teacher should look at how much sand/glitter/dirt was passed over. Repeat the handshakes until the last learner on the left of the half circle.
5. Compare the dirty hands. Look if the glitter/sand/flour reached the last learner?
6. Let the learners wash their hands with warm, soapy water.
7. Ask the learners what the glitter/sand/dust represents? --> Germs
8. Tell the learners that you pass over most of the germs by shaking hands. Instruct the learners that they can prevent the spreading of germs by washing their hands.

## Activity 2: Germs sheet

Main part
Time: ~ 10 min

### How to conduct

Hand out the worksheet about germs. Instruct the learners to read the different types of germs and give them some time to draw a germ for each type.

After that, ask the class where germs can occur. Write down all the correct answers on the blackboard, so the learners can write it down on the worksheet.
Ask the learners what conditions germs like and write their responses on the blackboard.

Possible answers where germs can occur:
- Work surface in the kitchen.
- Pet toys.
- Water tap.
- Pet bowls.
- Tooth mug.
- Sponge.
- Shower ceiling.
- Etc.

What conditions they do like:
- Dirty or unhygienic places.
- Humid places.
- Hot places.

## Activity 3: Design your own hand washing guidance

Main part
Time: ~ 10 min

### How to conduct

Make groups of 4 or 5 learners and give a blank sheet to each group. Instruct them to create a poster that will persuade other learners to wash their hands.

At the end of the lesson, let the class decide which are the best drawings/posters and ask them if it is okay to hang them up in the toilet as a reminder for other learners.

## Summary

Wrap up
Time: ~ 5 min

Repeat of what you have learnt today.

**Notes:** Hang the posters up in the classroom or in the school toilets.

# Germs

Worksheet 4.1.1

First and last name: _____

Date: _____

Class: _____ Mark: _____

**What are germs?**

Germs are tiny organisms. Some of them can cause disease.

Basically, **bacteria** live everywhere. They can cause sore throat, fever and ear infections.

**Viruses** live within cells of plants, humans or animal. They can cause diseases such as chickenpox, which causes red and itchy patches on the skin.

**Fungi** are immobile like plants but need organic matter instead of light to grow. They preferentially multiply in moist, warm locations, e.g. in showers. Fungi can cause itching and bad smell.

**Protozoa** live in the water and bowels. If you are infected it is possible that you may get stomach aches, feel sick or need to go to the bathroom frequently.

**Where are germs most likely to live?**

Where germs can occur:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

What conditions they like:

- _____
- _____
- _____

# Germs

Health and hygiene: Intermediate phase

## Materials

- Some copies of the game board 'Beat off the germs' and the question cards

## Aim

- Increase knowledge on how you can avoid germs.

## Introduction

Introduction
Time: ~ 5 min

Welcome the learners and introduce the daily topic about germs and how to avoid them.

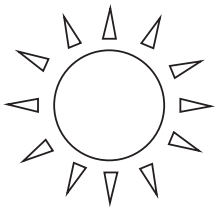
Write the word 'germ' on the blackboard and ask the class what they remember from the previous lessons? Write down the points mentioned. If they run out if ideas, give them some help.

Repeat where germs can be found:
- Work surface in the kitchen
- Pet toys
- Water tap
- Pet bowls
- Tooth mug
- Sponge
- Shower ceiling
- Etc.

Repeat the conditions that germs like:
- Dirty or unhygienic places
- Humid places
- Hot places

Dirty or unhygienic places

Hot places



Humid places

## Activity 1: How to get infected

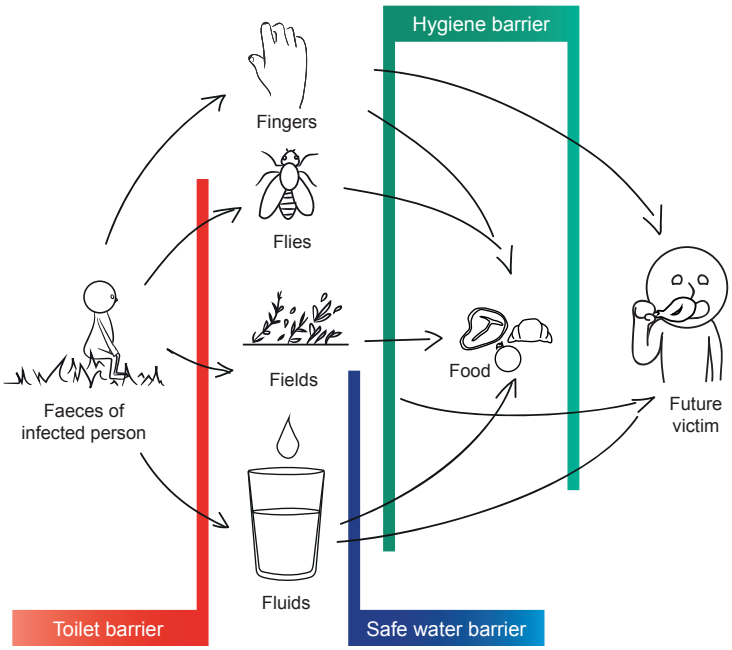
Main part
Time: ~ 15 min

### How to conduct

Ask the learners how they can get infected with germs.

The picture below explains the contamination route of how you can get infected. It is called F-Diagram. Draw the single pictures with the arrows on the blackboard and write the correct words underneath. Explain to the learners how the germs get from the one person to another person.

Also, ask the learners if they know what can be done to stop it and write the solutions in the drawing.



Grade 4 | Lesson 2 | Time: 40 min

# Activity 2: Beat off the germs

Main part
Time: ~ 15 min

## How to play

Instruct learners to make groups of 4-5 learners and give a copy of the game board to each group. Use a stone, coin or something similar as a playing piece. If there are no dice available, cut out the form and glue it together. Explain the rules and let the learners play. Let them play more than one round so that they will go through all the questions and have a higher learning experience.

## Summary

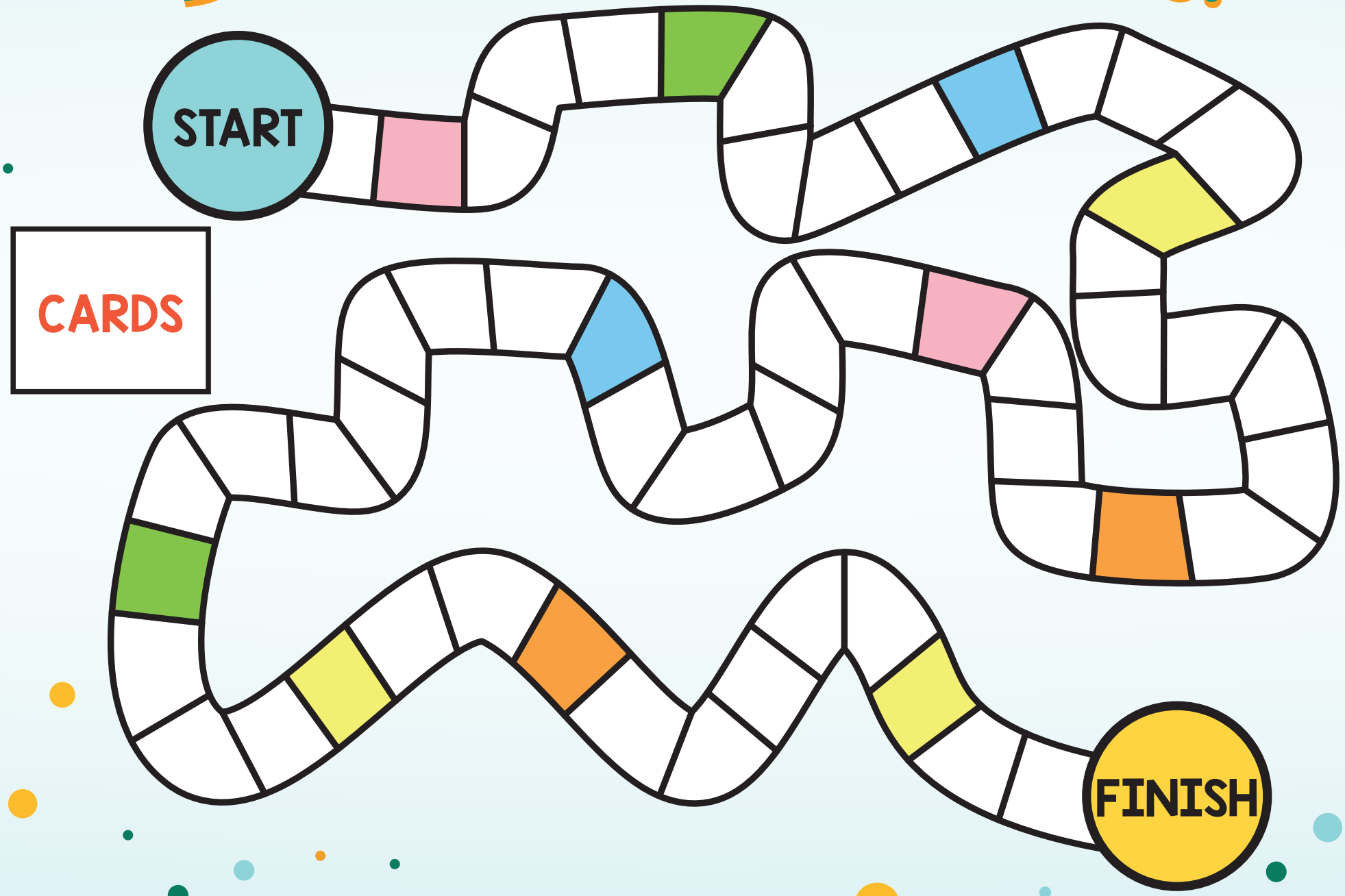
Wrap up
Time: ~ 5 min

Repeat of what you have learnt today.

**Notes:** You can play the game a number of times. The game can also be used in other Life Skills lessons.

KaziKidz
Teaching Material for Schoolchildren

# BEAT OFF THE GERMS!



# BEAT OFF THE GERMS!

# MANUAL

- You are sick and to get healthy you need to beat off a lot of germs.
- Roll the dice and move forward.
- If you stand on a coloured germ area, you need to answer a question.
- If you know the correct answer you can move 2 steps forward.
- If you do not know the question, you'll miss the next round.

KaziKidz

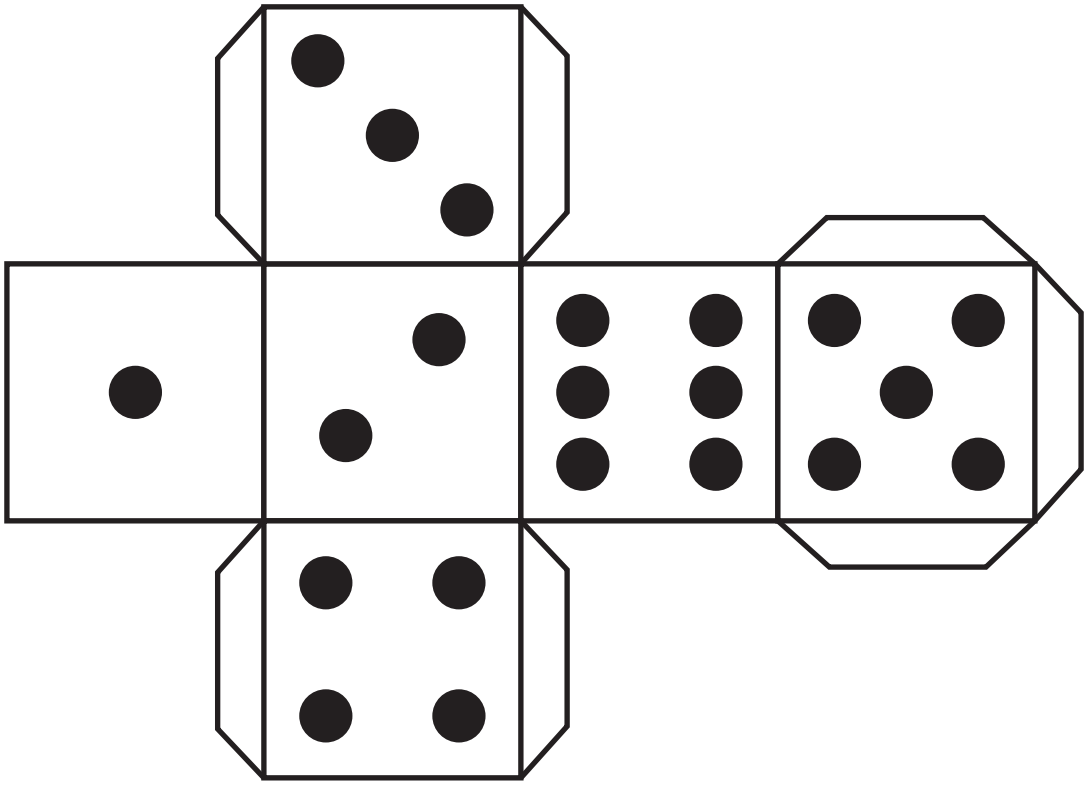
Teaching Material for Schoolchildren

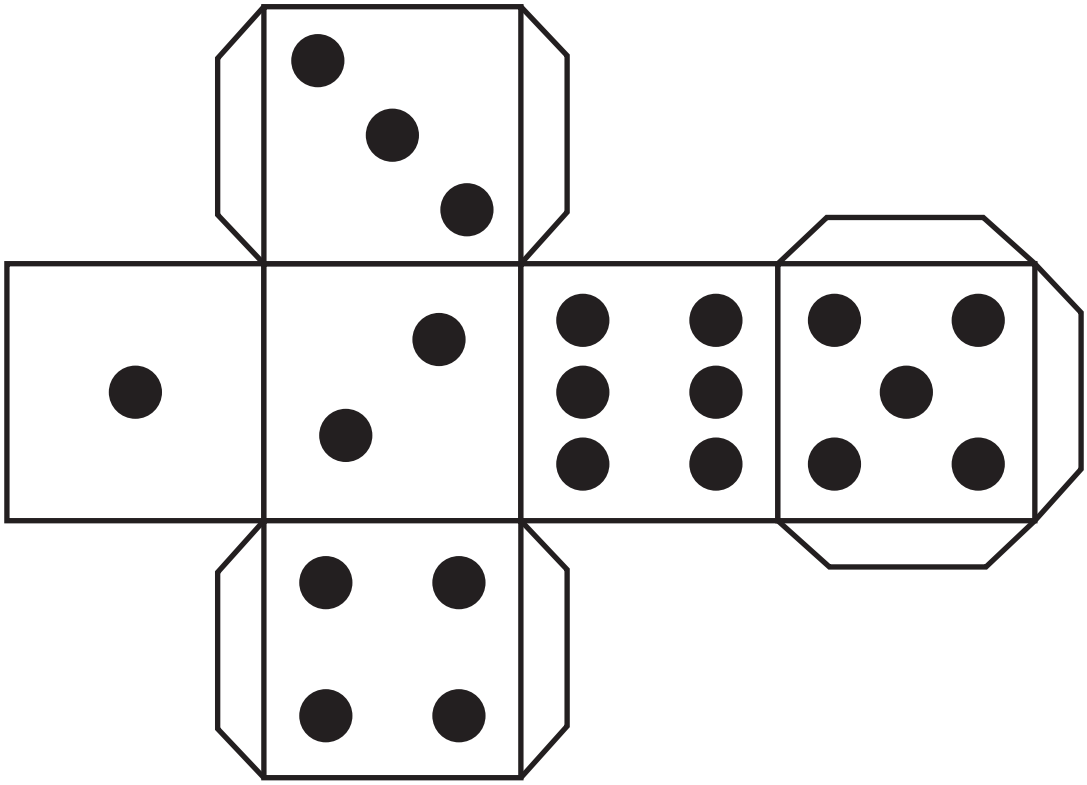


403

**GRADE 4**

| | | | | | |
|---|---|---|---|---|---|
| You need to wash your hands with soap to avoid germs.<br><br>RIGHT | Germs can get transmitted by shaking hands?<br><br>YES | You get tummy pain from germs.<br><br>RIGHT | Filtration is a method to clean water.<br><br>RIGHT | You can get tummy pain if you eat something wrong.<br><br>RIGHT | Germs like humid places.<br><br>RIGHT |
| Looking at a dirty surface in the kitchen, can give you germs.<br><br>WRONG | Clear water can also contain germs.<br><br>RIGHT | Only dirty water contains germs.<br><br>WRONG | Touching food without washing your hands is good.<br><br>WRONG | Germs can occur on pet toys.<br><br>RIGHT | Flies can bring germs to your food.<br><br>RIGHT |
| It is not good to eat leftovers from 2 weeks ago.<br><br>RIGHT | Bacteria is a common germ.<br><br>RIGHT | Fungi is a common germ.<br><br>RIGHT | Old and rotten food has germs.<br><br>RIGHT | Germs like dirty places.<br><br>RIGHT | You can get a fever because of germs.<br><br>RIGHT |
| Virus and bacteria are the same.<br><br>WRONG | You can get diarrhoea from germs.<br><br>RIGHT | Hands spread germs.<br><br>RIGHT | We can see germs.<br><br>WRONG | Germs do not like hot places.<br><br>WRONG | After playing outside, you need to wash your hands.<br><br>RIGHT |
| You should wash your hands after playing with pets.<br><br>RIGHT | You need to wash your hands after coughing or sneezing.<br><br>RIGHT | You can have food poisoning because of germs.<br><br>RIGHT | You get nausea and vomiting because of food poisoning.<br><br>RIGHT | You need to wash your hands before eating?<br><br>RIGHT | JOKER<br><br>You can roll the dice again. |





Grade 4 | Lesson 3 | Time: 40 min

# Proper use of toilet

Health and hygiene: Intermediate phase

## Materials

- Worksheet 4.3.1 - Being a faecal detective

## Aim

- Classify your school toilet.
- To name what is needed for a proper toilet.

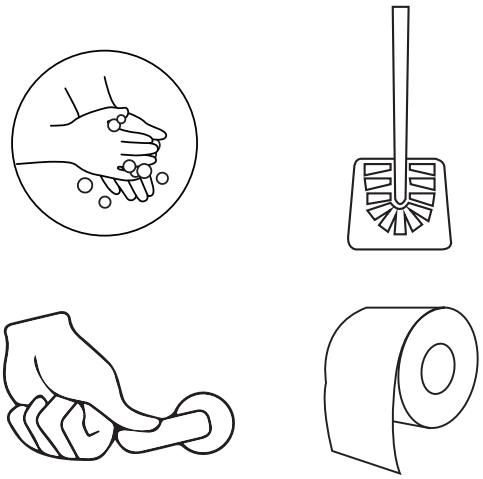
## Introduction

Introduction
Time: ~ 5 min

Introduce the daily topic. Ask the learners if they remember the different toilet habits.

**Good habits**
- Wash hands with soap after using the toilet.
- Clean the toilet bowl after use if necessary.
- Flush the toilet.
- Use toilet paper.

**Bad habits**
- Not washing hands after using the toilet.
- Leaving the toilet in a mess.



## Activity 1: Being a faecal detective

Main part
Time: ~ 20 min

### How to conduct

Make groups of 4 or 5 learners (boys and girls separated) and give them the worksheet 4.3.1 'being a faecal detective'. Let them name their group and assign one of the school toilets to each group. Be sure that the boy groups survey the boys' toilet and the girl groups the girls' toilets. Go through the worksheet and ask if there are any questions or words they don't understand.

Give them enough time to do it correctly.

When the learners are back, compare the different toilets to each other and discuss what could be better and why a clean toilet is important for hygiene.

## Activity 2: A proper toilet

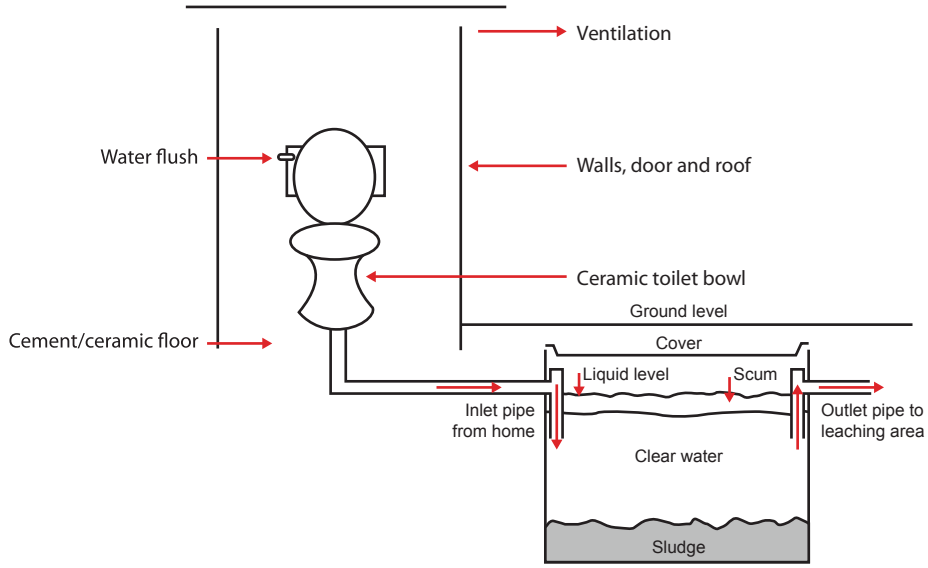
Main part
Time: ~ 10 min

### How to conduct

Show the picture of the toilet to the learners and explain the most important items that a toilet should need.

# Activity 2: A proper toilet

Continued




# Summary

Wrap up
Time: ~ 5 min

Summarise the most important issues and tell the learners to look at the toilet at their home.

**Notes:** You can give copies of the 'being a faecal detective' sheet and let the learners examine their toilet at home as homework for the next lesson.

# Being a faecal detective

Worksheet 4.3.1

Group name: _____

Date: _____ Class: _____

## Classify your school toilet

| | School toilet | |
|---|---|---|
| Number of toilet seats in the toilet | | |
| This is a: | | |
| - flush toilet inside or attached to the building | | |
| - flush toilet outside the building | | |
| - improved latrine | | |
| - unimproved latrine | | |
| - There is no latrine or toilet available in this building: shared latrine is used | | |
| - There is no latrine or toilet available in this building: open defecation is practised | | |
| | **Yes** | **No** |
| Is the latrine/toilet fully functional? | | |
| Are there any signs of damage? | | |
| Are surfaces of walls and floors smooth and easy to clean? | | |
| Is a garbage bin present? | | |
| Are there any leaks from the toilet bowel or pipes? | | |
| Is there a comfortable temperature in the toilet room? | | |
| For flush toilets: Does the toilet bowl flush easily? | | |
| Is there any peeling paint or flaking plaster? | | |
| Is the roof leaking? | | |
| Does the light work properly? | | |
| Are the walls clean? | | |
| Is the floor clean? | | |
| Is the toilet seat/slab clean? | | |
| Is there a bad smell? | | |

| | Yes | No |
|---|---|---|
| Are there any flies? | | |
| Is sufficient toilet paper available? | | |
| Is there a door to the toilet/latrine? | | |
| If there is a door: can it be locked from inside? | | |
| For outdoor toilets: is there a working light on the path to the toilet? | | |
| For outdoor toilets: Is there a path to the toilet which can be conveniently used in any weather and season? | | |
| Is there a hand washing station close by? | | |
| Is there a permanent water supply (pipe) at the hand washing station? | | |
| Is there soap at the hand washing station? | | |

# Assessment: Handwashing II, germs & proper use of toilet

First and last name: _____

Date: _____

Class: _____ Mark: _____

1. Name two of the four major types of germs.

   1. _____
   2. _____

(1 mark)

2. When it is important to wash your hands? Fill in the gaps if it is necessary BEFORE or AFTER.

   a) _____ eating
   b) _____ cooking
   c) _____ sneezing/coughing
   d) _____ using the toilet
   e) _____ playing outside
   f) _____ being with someone who is sick

(3 marks)

3. Write down 2 places where germs can occur.

   1. _____
   2. _____

(1 mark)

4. Right or Wrong?

| | | |
|---|---|---|
| Germs like clean and hygienic conditions. | □ Right | □ Wrong |
| Germs like dirty places. | □ Right | □ Wrong |
| Germs like really cold places. | □ Right | □ Wrong |
| We can see germs. | □ Right | □ Wrong |
| Only dirty water contains germs. | □ Right | □ Wrong |

(2.5 marks)

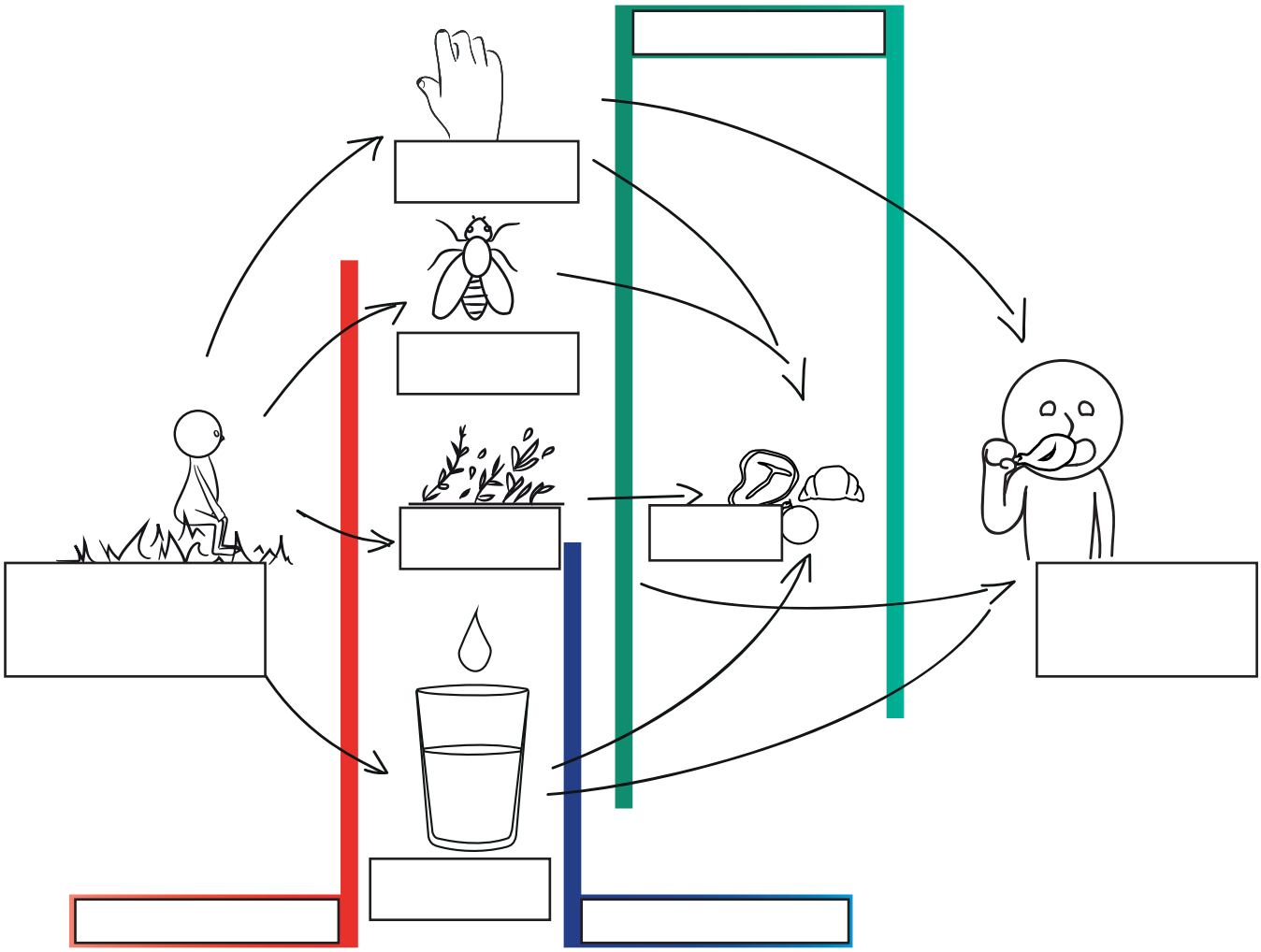
# Assessment: Handwashing II, germs & proper use of toilet

5. True or False? What can we do to prevent infections caused by germs?

| | | |
|---|---|---|
| Use clean toilets. | □ True | □ False |
| Cook your food with clean hands. | □ True | □ False |
| Watching television. | □ True | □ False |
| Eat old and rotten food. | □ True | □ False |
| Wash your hands after playing with pets. | □ True | □ False |

(2.5 marks)

6. Contamination – fill in the boxes and draw the prevention barriers.



(5 marks)

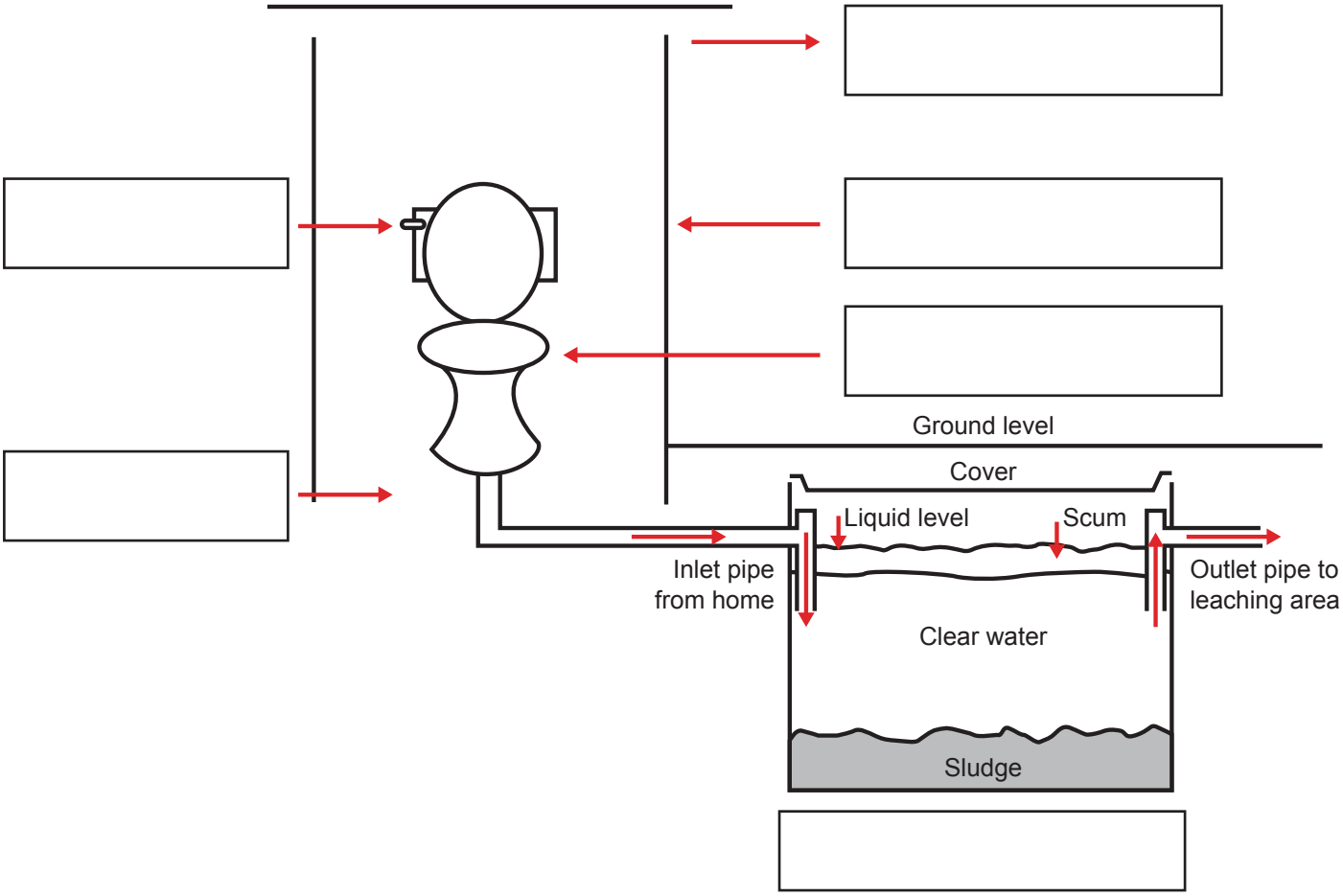
# Assessment: Handwashing II, germs & proper use of toilet

7. Write down 2 good toilet habits and 2 bad toilet habits.

| Good habits | Bad habits |
|---|---|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |

(2 marks)

8. Fill in the boxes with the correct term.




(3 marks)

# Assessment Memo: Handwashing II, germs & proper use of toilet

1. Name two of the four major types of germs.
   - Bacteria
   - Virus
   - Fungi
   - Protozoa

(1 mark)

2. When it is important to wash your hands? Fill in the gaps if it is necessary BEFORE or AFTER.

   a) Before eating
   b) Before cooking
   c) After sneezing/coughing
   d) After using the toilet
   e) After playing outside
   f) After being with someone who is sick

(3 marks)

3. Write down 2 places where germs can occur.

   Some examples:
   - Work surface in the kitchen
   - Pet toys
   - Water tab
   - Pet bowls
   - Tooth mug
   - Sponge
   - Shower ceiling

(1 mark)

4. Right or Wrong?

| | | |
|---|---|---|
| Germs like clean and hygienic conditions. | □ Right | ☒ Wrong |
| Germs like dirty places. | ☒ Right | □ Wrong |
| Germs like really cold places. | □ Right | ☒ Wrong |
| We can see germs. | □ Right | ☒ Wrong |
| Only dirty water contains germs. | □ Right | ☒ Wrong |

(2.5 marks)

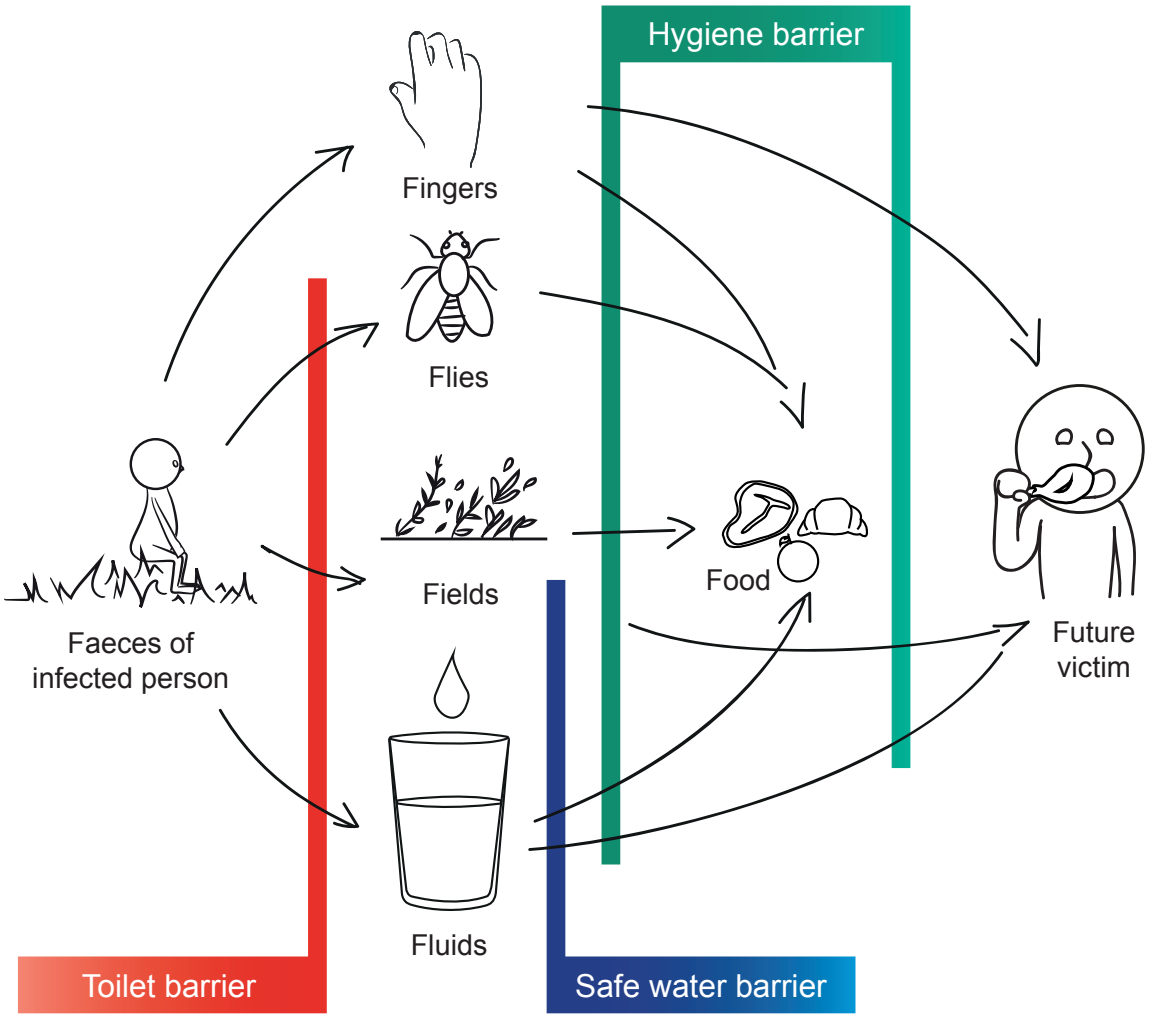
# Assessment Memo: Handwashing II, germs & proper use of toilet

5. True or False? What can we do to prevent infections caused by germs?

| | | |
|---|---|---|
| Use clean toilets. | ☒ True | ☐ False |
| Cook your food with clean hands. | ☒ True | ☐ False |
| Watching television. | ☐ True | ☒ False |
| Eat old and rotten food. | ☐ True | ☒ False |
| Wash your hands after playing with pets. | ☒ True | ☐ False |

(2.5 marks)

6. Contamination – fill in the boxes and draw the prevention barriers.




(5 marks)

# Assessment Memo: Handwashing II, germs & proper use of toilet

7. Write down 2 good toilet habits and 2 bad toilet habits.

**Good habits**

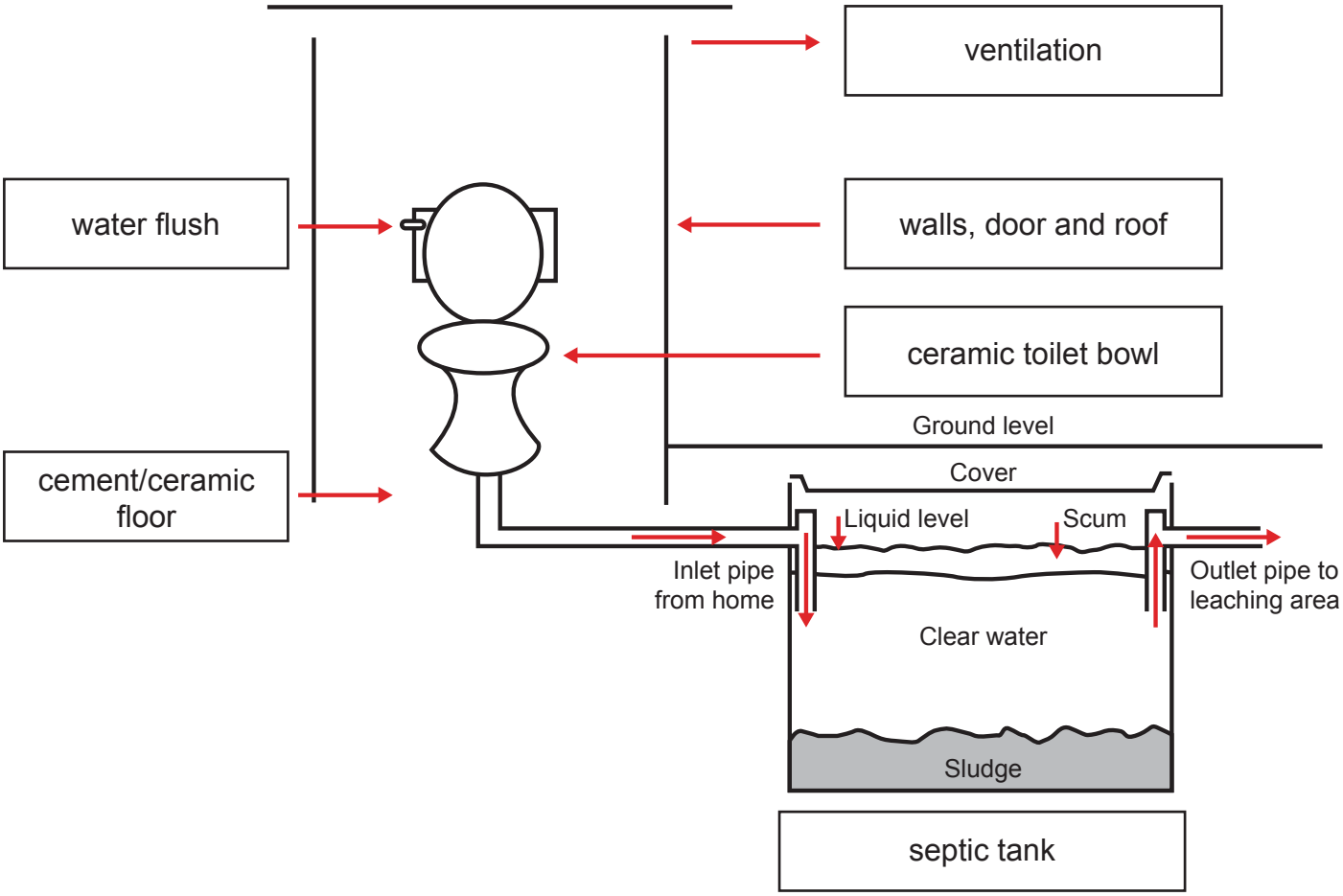
- Wash hands with soap after using the toilet
- Clean the toilet bowl after use if necessary
- Flush the toilet
- Use toilet paper

**Bad habits**

- No handwashing after use
- Leave the toilet in a mess

(2 marks)

8. Fill in the boxes with the correct term.




(3 marks)

Scale of achievement: Grading

| Description of competence | Percentage | Final mark |
|---|---|---|
| Outstanding achievement | 80-100 | 7 |
| Meritorious achievement | 70-79 | 6 |
| Substantial achievement | 60-69 | 5 |
| Adequate achievement | 50-59 | 4 |
| Moderate achievement | 40-49 | 3 |
| Elementary achievement | 30-39 | 2 |
| Not achieved | 0-29 | 1 |

# Diet and dental hygiene

Nutrition: Intermediate phase

## Materials

- Diet and dental hygiene poster.
- Board and board markers.
- Plastic bottle (500 ml).
- Warm water.
- 1 Sachet of instant yeast.
- Sugar.
- 1 Balloon (preferably red).
- Worksheet 4.4.1.

## Aim

- Understand the importance of oral hygiene.
- Recognise that certain foods food and practices lead to tooth decay and poor oral health e.g. sugary food.
- Identify foods and practices that support oral health.
- Understand the terms 'cavity', 'plaque' and 'tooth decay' and how they occur.

## Introduction

Introduction
Time: ~ 2 min

Welcome the learners, introduce the daily topic and summarise the planned lesson.

## Group discussion

Introduction
Time: ~ 10 min

Ask the learners: 'What happens to your teeth if you do not take care of them?' 'What is a cavity?'
**Possible answers:**

- Poor oral hygiene can cause bad breath, stains, cavities, swollen gums or tooth loss.
- A cavity is a little hole in your tooth. Cavities lead to tooth decay. When something decays, it rots, falls apart and loses strength.
- The tooth decay can spread through your whole tooth and eventually lead to tooth loss.

The teacher should write the word 'cavity' on the board.

Ask the learners: 'If you do not brush your teeth before going to bed at night, how does your mouth feel when you wake up in the morning?' 'What is plaque?' 'Does anyone know what causes plaque?'
**Possible answers:**

- If you do not brush your teeth at night, your teeth could feel sticky or 'furry'. You could have bad breath, or your mouth could taste 'funny'.
- Plaque is a sticky, clear film that builds up on your teeth 24 hours a day.
- When we don't look after our teeth properly (e.g. brushing twice a day, flossing and going to the dentist), plaque builds up on our teeth over time.
- Plaque causes cavities and after a period of time, it can cause tooth decay.

The teacher should write the word 'plaque' on the board.

## Activity 1: Sugar attack

Main part
Time: ~ 15 min

### How to conduct

Sugar attack – why do sugary foods cause cavities?

Before the class, get the following items:
1 x plastic bottle.
Lukewarm water (not hot).
1 x packet of instant yeast.
3 x tsp of sugar.
1 balloon (preferably red).

# Activity 1: Sugar attack

Continued

- Fill the bottle with about 2 cm of warm water (not hot).
- Add the yeast packet (which represents the bacteria in mouth) and swirl gently to set off and dissolve the yeast.
- Add the sugar and swirl again to dissolve.
- Loosen the balloon (represents the mouth) by stretching or blowing it up before placing it over the top of the bottle.
- Place the bottle in a warm place (sunny if possible) for approximately 20 minutes and watch what happens.

Once the display is complete:

Explain that plaque has acid producing bacteria in it that eats the sugar on your teeth. When this happens, acid is formed (as the gas is a by-product of the yeast eating the sugar). Explain that as the balloon grew over time and the yeast continued to eat the sugar, the bacteria continues to eat the sugar in our mouths (causing acid production). The acid eats away at the teeth over time and causes cavities and tooth decay.

Ask the learners, what they can do to plaque build up and cavities:

**Possible answers include:**

- Brushing your teeth for at least 2 minutes, twice a day.
- Daily flossing.
- Regular dental visits/check-ups.
- Drink plenty of water.
- Limit sugary and sweetened soft drinks and beverages.
- Eating a healthy, varied diet with lots of vegetables. Dairy products such as milk and yoghurt are also important.

**Teacher's top tip:** while you are waiting for the balloon to expand, instruct the learners to continue with activity 2.

# Activity 2

Main part
Time: ~ 10 min

## How to conduct

Review what you know – fill in the blanks.

Instruct the learners to complete worksheet 4.1.1.

The worksheet instructs the learners to fill in the missing words. The sentences support the core messages of the lesson.

# Summary

Wrap up
Time: ~ 3 min

Highlight to the learners that their teeth must last many years. When they lose one of their permanent teeth, it does not grow back. Looking after their teeth involves a mixture of many daily practices. Eating a variety of nutritious foods, brushing and flossing often and visiting the dentist for check-ups will ensure shining smiles.

# Dental health

Worksheet 4.4.1

First and last name: _____

Date: _____

Class: _____

Use the word bank to fill in the blank spaces in the sentences below.

Word bank:

| | | | | |
|---|---|---|---|---|
| dentist | twice | sugary | decay | plaque |
| day | cavity | variety | minutes | water |

1. Aim to brush your teeth _____ a day.
2. Try to floss your teeth every _____ .
3. A _____ is a little hole in your teeth that causes tooth _____.
4. _____ food and drink can cause cavities to develop.
5. Drink plenty of _____ throughout the day.
6. Visit your _____ regularly for check-ups.
7. Brush your teeth for about two _____.
8. Eat a _____ of healthy foods to keep your teeth strong.
9. _____ is a sticky, clear film that continuously builds up on your teeth.

# Dental health

Worksheet 4.4.1 (Memo)

Use the word bank to fill in the blank spaces in the sentences below.

Word bank:

| | | | | |
|---|---|---|---|---|
| dentist | twice | sugary | decay | plaque |
| day | cavity | variety | minutes | water |

1. Aim to brush your teeth twice a day.
2. Try to floss your teeth every day.
3. A cavity is a little hole in your teeth that causes tooth decay.
4. Sugary food and drink can cause cavities to develop.
5. Drink plenty of water throughout the day.
6. Visit your dentist regularly for check-ups.
7. Brush your teeth for about two minutes.
8. Eat a variety of healthy foods to keep your teeth strong.
9. Plaque is a sticky, clear film that continuously builds up on your teeth.

KaziKidz
Teaching Material for Schoolchildren

# SHINE THAT SMILE

BRUSH twice a day

FLOSS daily

Limit SUGARY foods

Enjoy a VARIETY of foods

Drink plenty of WATER

Visit the DENTIST regularly

# Dietary habits: Balanced diet

Nutrition: Intermediate phase

## Materials

- Balanced diets poster
- Board and board markers
- Food cards
- Prestick
- Worksheet 4.5.1 - 5 Food groups, 6 nutrients
- Worksheet 4.5.2 - Meal plan

## Aim

- Allow learners to assess their own food choices and dietary habits.
- Organise foods according to their food groups and based on their nutrients.
- Define 'carbohydrates', 'proteins', 'fat' and 'fibre' and mention their core functions in the body.
- Define 'vitamins and minerals' and the role they play in the body.
- Show how dietary habits and patterns have an impact on health and wellness.

## Introduction

Introduction
Time: ~ 3 min

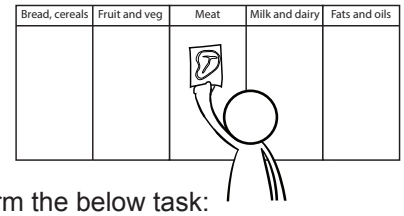
Welcome the learners, introduce the daily topic and summarise the planned lesson.

## Revision

Introduction
Time: ~ 5 min

Before the class, draw 5 columns on the board. Each column must represent the 5 foods groups:

- Bread, cereals, rice and pasta.
- Fruit and vegetables.
- Meat and meat substitutes.
- Milk and dairy products.
- Fats and oils.




Leave 3 spaces below the headings of each column. Allow the learners to perform the below task:
Print and cut each food card out. Hand out a food card to each learner. Take turns and ask each learner to call out the food to the class. The learner should then point out which group the food belongs to. The learner can stick the card under the correct heading on the board.

Teacher's top tip: It is important for the learners to develop a basic understanding of the food groups. Highlight that in order to have a balanced diet, everyone should eat a range of healthy food from each group. Foods are grouped based to their main nutrients and functions within the body. Link this to the group discussion below.

Teacher's top tip: The 3 spaces are for you to link the food groups with the main nutrients that they contain during the group discussion. See below.

## Group discussion

Introduction
Time: ~ 10 min

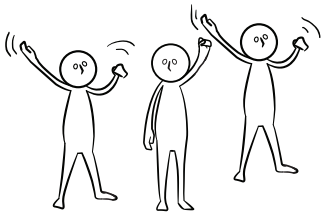
Ask the learners the following questions:
'Do all foods have the same function in the body?'
'Does anyone know what carbohydrates are?' 'And protein?' 'And fat?'

**Possible answers:**

- Different foods have different nutrients. Our body needs a range of nutrients from a selection of foods to stay healthy and grow.
- Carbohydrates are nutrients found in food. They provide the body with a quick source of energy (fuel). Carbohydrate foods also supply the body with fibre.
- Proteins are also nutrients found in the food. Proteins act as building blocks in the body and are important for growth and muscle development. They are also important for the repair (healing) of wounds.
- Fats are a concentrated source of energy. They act as an energy reserve and are an important source of vitamins.

# Group discussion

Continued



**Teacher's top tip:** Ask the learners to lift their hands in the air and wriggle them about. Explain that moving your arms or walking around requires energy. We get that energy from foods that contain carbohydrate. Also, explain that carbohydrate foods also supply the body with fibre. Fibre is important for digestive health and it stops constipation.

**Teacher's top tip:** Ask the learners to flex their arms and feel the muscles move. Explain that proteins are the building blocks of our bodies. They are important for growth and muscle development. Compare proteins to a brick wall. Just as bricks were required to build the wall, our bodies are made up of proteins.

**Teacher's top tip:** Ask the learners what happens if we do not eat for a long time. Ask them where our body gets energy. Explain that fats are a concentrated source of energy that is stored in our body when we need it. Fats also contain essential vitamins.

Ask the learners:
'Has anyone heard of vitamins and minerals?' 'What are they?'

**Possible answers:**
- Vitamins are nutrients found in food and that protect our bodies from illnesses such as the flu or diarrhoea.
- Minerals are nutrients which help our bodies to work properly.
- Fruit and vegetables are especially high in vitamins and minerals and that is why we should aim to eat these foods every day.

**Teacher's top tip:** Link the nutrients with the food groups. Write the main nutrient linked with each food group under each of the headings you created for the revision:

| Bread, cereals, rice and pasta | Fruit and vegetables | Meat and meat substitutes | Milk and dairy products | Fats and oils |
|---|---|---|---|---|
| Carbohydrates | Carbohydrates | Proteins | Proteins | Fats |
| Fibre | Fibre | | | |
| | Vitamins and minerals | Vitamins and minerals | Vitamins and minerals | Vitamins and minerals |
| Food cards | Food cards | Food cards | Food cards | Food cards |

Explain to the learners that the foods are grouped in line with their main nutrients and the role that they play in the body. That is why it is important to eat a variety of foods from the different groups.

# Activity 1

Main part
Time: ~ 10 min

## How to conduct

5 Food groups, 6 nutrients.

Tell the learners to complete worksheet 4.5.1.

The worksheet helps the learners make the link between the major nutrients found in the food and the food groups. The worksheet also gives examples of each food group.

**Teacher's top tip:** After the activity has been completed, go through the answers of with the learners. Point out each food group on the board. This will create a visual reinforcement.

# Activity 2

Main part
Time: ~ 10 min

## How to conduct

My balanced day.

Tell the learners to complete worksheet 4.5.2.

This worksheet guides the learners to plan a healthy, balanced diet for the day.

**Teacher's top tip:** This activity aims to highlight that our everyday food choices determine how healthy our diets are. These daily choices are called our dietary habits. We should aim to make better decisions about the food we eat daily. Sometimes we don't put much thought into the food we eat. We need to decide to practice good, healthy dietary habits every day.

# Summary

Cool down
Time: ~ 2 min

Ask the learners what they have learnt today. Try to create an open discussion around making healthier choices everyday and making mindful choices to choose healthier foods every day and to make good dietary habits.

| | | | | | |
|---|---|---|---|---|---|
| Bread, cereals, rice and pasta: | TOAST | MASHED POTATOES | BREAD ROLL | RICE | CEREAL |
| CRACKERS | MUFFIN | TORTILLA WRAP | OATS | MAIZE MEAL | BAGELS |
| Fruit and vegetables: | BANANA | TOMATO | LETTUCE | CUCUMBER | SPINACH |
| BEETROOT | CARROTS | DRIED FRUIT | APPLE JUICE | PEACHES | WATER-BLOMMETJIES |
| APPLE | BROCOLLI | WATERMELON | SPANSPEK | | |

| | | | | | |
|---|---|---|---|---|---|
| Milk and dairy products: | YOGHURT | CHEESE | AMASI | CUSTARD | COTTAGE CHEESE |
| FROZEN YOGHURT | MILK | | | | |
| Meat and meat substitutes: | ROAST BEEF | CHICKEN | FISH | LENTILS | SOYA MINCE |
| EGGS | TOFU | BAKED BEANS | CHICK PEAS | PEANUT BUTTER | PORK CHOP |
| | | | | | |

# 5 Food groups, 6 nutrients

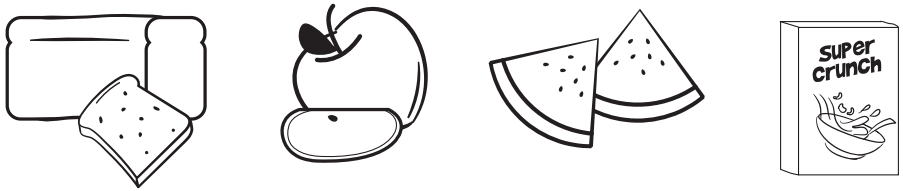
Worksheet 4.5.1

Name: _____ Date: _____ Class: _____

**Foods contain nutrients that are essential for good health. The pictures below show foods that are high in the specific nutrient. Match these foods to the food group using the abbreviation provided:**

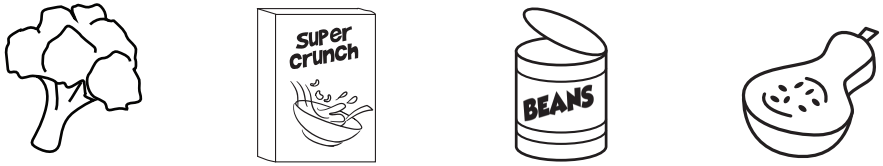
**Abbreviations:** **Bread, cereals, rice and pasta: BCRP** **Fruit and vegetables: FV** **Meat and meat substitutes: MMS** **Milk and dairy products: MDP** **Fats and oils: FO**

**Carbohydrates: source of readily available energy**



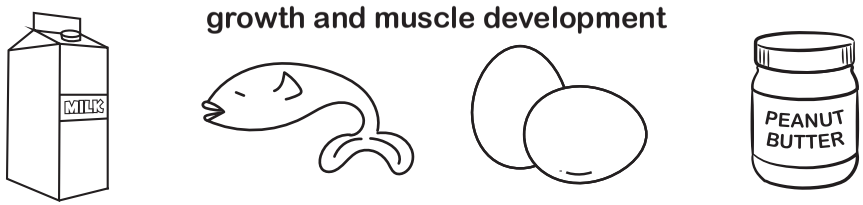

_____ _____ _____ _____

**Vitamins: important for a strong immune system to fight disease and illnesses**



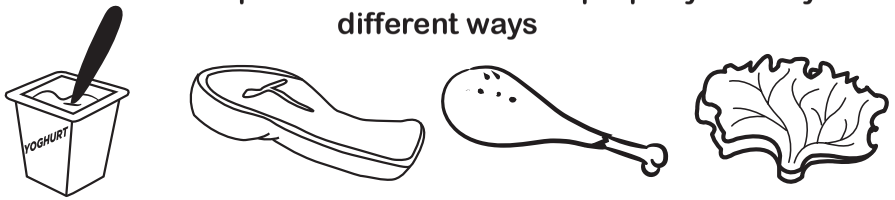

_____ _____ _____ _____

**Proteins: building blocks of the protein that is important for growth and muscle development**



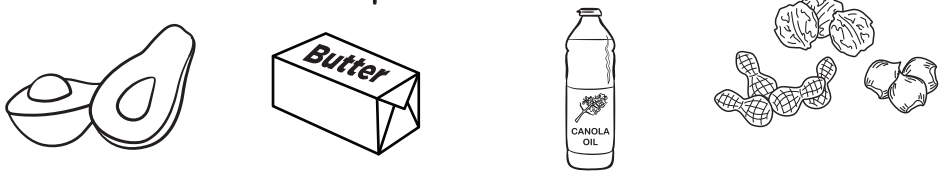

_____ _____ _____ _____

**Minerals: help our bodies to function properly in many different ways**



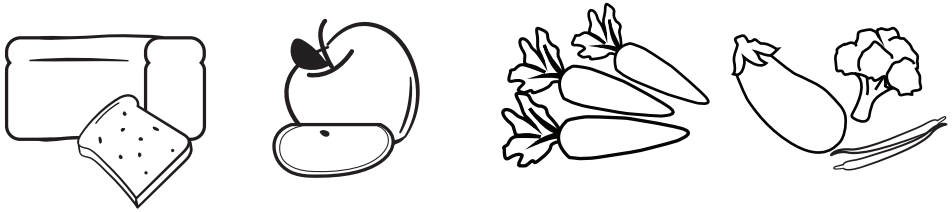

_____ _____ _____ _____

**Fats: concentrated source of energy and contains important vitamins**




_____ _____ _____ _____

**Fibre: important for digestive health and keep us regular**



_____ _____ _____ _____

# Meal plan

Worksheet 4.5.2

First and last name: _____

Date: _____

Class: _____

**Plan your balanced meals for the day**

Plan healthy, balanced meals for each meal time. You can either write down or draw a picture of your meal. Remember to include at least one food from each food group for each meal.

| Time | Meal |
|---|---|
| **Breakfast** | |
| **Lunch** | |
| **Supper** | |

KaziKidz
Teaching Material for Schoolchildren

# NUTRIENTS

## FIND YOUR BALANCE WITH GOOD DIETARY HABITS

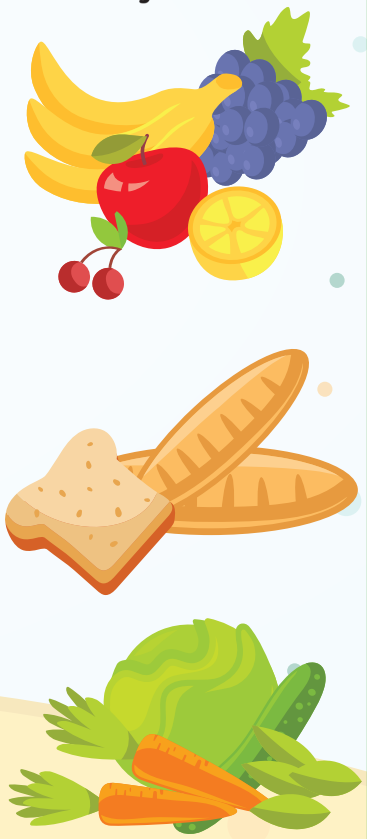
### Carbohydrates
are an important ready-to-use energy source for the body

### Proteins
are the building blocks of our bodies. Protein foods help our bodies grow and repair

### Fats
are a concentrated source of energy

### Vitamins and minerals
keep the body healthy and functioning as it should

### Fibre
is important for a healthy digestive system



Grade 4 | Lesson 6 | Time: 45 min

# Food rights and responsibilities

Nutrition: Intermediate phase

## Materials

- Food rights and responsibilities poster.
- Board and board markers.
- Larger cardboard – for activity 1.
- Cardboard for the posters – activity 2 (enough for each pair or group).
- Crayons or markers.
- Magazines.
- Scissors.
- Glue.

## Aim

- Explain the terms 'rights', 'responsibilities', 'bill of rights' and 'human rights'.
- Accept the relationship between rights and responsibilities.
- Allow the learners to recognise their own food rights and responsibilities
- Link the idea of food responsibilities with dietary habits and balanced eating (previous lesson).

## Introduction

Introduction
Time: ~ 3 min

Welcome the learners, introduce the daily topic and summarise the planned lesson.

Link with previous lesson: Begin a discussion about the topics of good dietary habits and balanced diets. Ask the learners what they remember from the previous lesson and how they applied the previous lesson's knowledge. Highlight that creating good dietary habits is done by making good food choices every day.

## Group discussion

Introduction
Time: ~ 10 min

Ask the learners:
'Has anyone heard of the Bill of Rights?' 'What does the bill of rights say about your rights and food?' 'What are human rights?'

**Possible answers:**

- The Bill of Rights is a section of the Constitution that lists the rights of all South African citizens.
- The Bill of Rights states that every learner has the right to basic nutrition (food).
- This means that you have the right to enough food to make sure that you stay healthy and grow properly.
- Human rights are the basic rights we have as human beings. Human rights belong to everyone, regardless of whom he/she is or where he/she lives. Human Rights cannot be taken away.

Ask the learners:
'What is the definition of responsibilities?'
'What responsibilities do you think you have when it comes to food?'

**Possible answers:**

- Responsibilities are duties that we are expected to perform. Remember rights and responsibilities go together.
- When you have rights, you also have a responsibility to respect that others have rights too.
- You have a responsibility not to waste food and to eat healthily.
- You can eat healthily by eating a balanced diet and follow good dietary habits.

**Teacher's top tip:** help the learners understand the difference between rights and responsibilities. A right is a freedom that must be protected (e.g. right to religion). A responsibility is a duty or something you should plan to do (e.g. recycling and not littering). Some things such as voting for example, is both a right and responsibility.

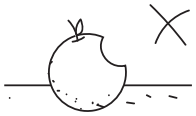
## Activity 1: Bill of food rights and responsibilities

Main part
Time: ~ 10 min

### How to conduct

Together as a class, draw up a bill of food rights for the classroom. As each idea comes up, create a discussion around the subject. In the discussion, highlight practical ways to apply each suggestion. Write the rights on a large cardboard sheet.

Some of the ideas the learners come up with may be as follows:



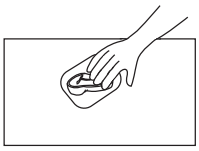
- Do not waste food.
- Eat a healthy, balanced diet for health and growth.
- Take on good dietary habits (conscious choices every day).
- Limit foods and drinks that are high in sugar, salt and bad fats as much as possible.
- Follow good dental healthy practices such as brushing your teeth twice a day and drinking plenty of clean water.
- Try to keep fit and active.
- Choose foods high in vitamins, minerals and fibre.
- Try to eat breakfast every day.
- Be considerate to each other's cultures, religions and food preferences.
- Persuade each other to eat healthily and follow good dietary practices.
- Once the activity is complete, the poster can be displayed in the classroom.

**Teacher's top tip:** some of these topics may be sensitive as it deals with topics such as food security and availably. It is important to create a safe and positive classroom environment and be especially sensitive around these topics.

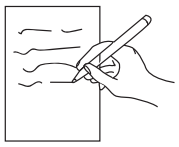
## Activity 2: Take responsibility for your health

Main part
Time: ~ 15 min

### How to conduct



Instruct the learners to work in pairs or groups and ask them to create a poster on which dietary habits they can change to achieve a healthy, balanced diet.



The learners can either draw pictures to show the changes they will make or write down their ideas. The learners can also use pictures from old magazines.

Encourage the learners to think of their own dietary habits at home and at school. Instruct the learners to think about the following: do they drink water or a sweetened drink? Would they rather have a bag of crisps or a fresh fruit? Do they brush their teeth often? Could they persuade their care-giver to buy whole-wheat bread instead of white?

**Teacher's top tip:** repeat that each person is responsible for his/her own health. We have a responsibility to ourselves to look after our bodies by eating healthily and practicing good dietary habits. Remind the learners, that you can achieve a healthy, balanced diet by making mindful decisions about what they are going to eat every day.

**Teacher's top tip:** make sure that the discussion around healthy eating remains non-judgemental and positive. Rather focus on how the learners can make their diets better. Do not focus on what the learners should not be doing.

## Summary

Wrap up
Time: ~ 2 min

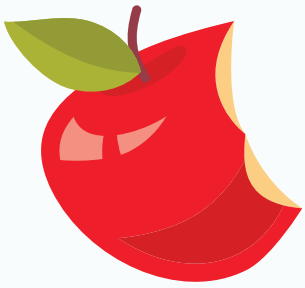
Ask the learners what they have learnt today. Try to create an open discussion with the learners and persuade the learners to ask questions. Remind the learners that eating too much fatty, salty and sugary foods lead to illness. Remind the learners that they have a responsibility to make sure they feed their bodies the right foods, so they can grow strong and healthy.

KaziKidz
Teaching Material for Schoolchildren

# FOOD RIGHTS AND RESPONSIBILITIES

## I have the RIGHT to BASIC NUTRITION

## I have a RESPONSIBILITY to...



Not waste food

Eat as healthily as possible

Practise good oral hygiene

Keep active

Practise good dietary habits

Drink plenty of clean water

# Assessment: Nutrition

First and last name: _____

Date: _____

Class: _____ Mark: _____

1. List three things you can do to keep your teeth healthy.

   1. _____
   2. _____
   3. _____

(3 marks)

2. Define vitamins and minerals.

   Vitamins:

   _____
   _____
   _____
   _____
   _____

   Minerals:

   _____
   _____
   _____
   _____
   _____

(2 marks)

3. True or False?

| | | |
|---|---|---|
| Eating and drinking sugary foods and beverages can cause tooth decay. | □ True | □ False |
| Protein (a type of nutrient found in foods) is important for growth and muscle development. | □ True | □ False |

# Assessment: Nutrition

| | | |
|---|---|---|
| Bread and potatoes are example of foods which belong to the meat and meat substitutes food group. | □ True | □ False |
| It is our responsibility not to waste food and to eat healthily | □ True | □ False |
| A build-up of plaque on our teeth prevents or stops tooth decay | □ True | □ False |

(5 marks)

4. Write two examples of healthy foods that are high in carbohydrates and two foods that are high in protein below the relevant headings.

| Carbohydrate foods | Protein foods |
|---|---|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |

(4 marks)

5. Plan your menu for the day. Be sure to include a variety of healthy foods from the different food groups at each mealtime. Plan a breakfast, lunch and supper.

| |
|---|
| Breakfast |
| Lunch |
| Supper |

(6 marks)

| Description of competence | Percentage | Final mark |
|---|---|---|
| Outstanding achievement | 80-100 | 7 |
| Meritorious achievement | 70-79 | 6 |
| Substantial achievement | 60-69 | 5 |
| Adequate achievement | 50-59 | 4 |
| Moderate achievement | 40-49 | 3 |
| Elementary achievement | 30-39 | 2 |
| Not achieved | 0-29 | 1 |

# Assessment Memo: Nutrition

1. List three things you can do to keep your teeth healthy.
   - Brushing your teeth
   - Flossing
   - Regular dental visits/check-ups
   - Drink plenty of water
   - Limiting sugary and sweetened soft drinks and beverages
   - Eating a healthy varied diet with lots of vegetables. Dairy products such as milk and yoghurt are also important.

(3 marks)

2. Define vitamins and minerals.

   - Vitamins are nutrients found in food that protect our bodies from illnesses such as the flu or diarrhoea.
   - Minerals are nutrients which help our bodies to work properly.
   - Fruit and vegetables are especially high in vitamins and minerals and that is why we should aim to eat these foods every day.

(2 marks)

3. True or False?

| | | |
|---|---|---|
| Eating and drinking sugary foods and beverages can cause tooth decay. | ☒ True | ☐ False |
| Protein (a type of nutrient found in foods) is important for growth and muscle development. | ☒ True | ☐ False |
| Bread and potatoes are example of foods which belong to the meat and meat substitutes food group. | ☐ True | ☒ False |
| It is our responsibility not to waste food and to eat healthily | ☒ True | ☐ False |
| A build-up of plaque on our teeth prevents or stops tooth decay | ☐ True | ☒ False |

(5 marks)

# Assessment Memo: Nutrition

4. Write two examples of healthy foods that are high in carbohydrates and two foods that are high in protein below the relevant headings.

   Carbohydrate foods:
   Bread, bread rolls, pitas, wraps etc., cereal, pasta, rice, mealie meal, porridges, cereals, potatoes, sweet potato, fruit and starchy vegetables, crackers etc.

   Proteins foods:
   Meat, chicken, fish, chicken livers, liver, eggs, beans, lentils/legumes, dairy products such as cheese, yoghurt, milk, amasi, peanut butter, nuts etc.

(4 marks)

5. Plan your menu for the day. Be sure to include a variety of healthy foods from the different food groups at each mealtime. Plan a breakfast, lunch and supper.

| |
|---|
| Breakfast<br><br>Any suitable carbohydrate food – whole-grain/brown bread or cereal, porridge such as sorghum or maizemeal porridge, oats etc.<br>Any suitable protein food – milk, yohgurt, amasi, egg, cheese, meat, chicken or fish, peanut butter etc.<br>Any fruit or vegetable |
| Lunch<br><br>Any suitable carbohydrate food – rice, potato, sweet potato, brown or whole-wheat bread or rolls etc.<br>Any suitable protein food – as above<br>Any fruit or vegetables<br>Healty fats such as avocado, mayonnaise |
| Supper<br><br>As for lunch |

(6 marks)

# LESSON PLANS FOR Grade 5

Health & Hygiene and Nutrition

Physical Education

Moving to Music

KaziKidz

Teaching Material for Schoolchildren

# Lesson tracker

## Health, Hygiene and Nutrition - Grade 5

| This overview table should facilitate the tracking of the lessons and assessments. | | | | |
|---|---|---|---|---|
| **Component** | **Term** | **Lesson Number** | **Lesson Content** | **Date** |
| Health and Hygiene | | Lesson 1 | Importance of water | |
| | | Lesson 2 | Clean and safe environment | |
| | | Lesson 3 | Substance abuse | |
| | | Assessment: Health and Hygiene | | |
| Nutrition | | Lesson 4 | SA Dietary guidelines | |
| | | Lesson 5 | Nutrients in food | |
| | | Lesson 6 | Nutrients in food (continued) | |
| | | Assessment: Nutrition | | |

# Importance of water

Health and hygiene: Intermediate phase

## Aim

- To increase knowledge about the importance of water in our body
- To learn why we need water and nutrition to live
- To know the water balance

## Introduction

Introduction
Time: ~ 5 min

Prepare a diagram of the human body in outline on the blackboard. Let the learners guess what fraction of the body is made up of water. Draw dotted lines across the diagram to represent their answers. After that, tell the learners that nearly 3/4 (75%) of the human body (by weight) is water. Draw a red line across the diagram to show this. Ask the learners why they think this much water is necessary.
Without enough water in your diet, you would die in a few days. It is important to drink enough clean water every day to stay healthy.

## Importance of water and nutrition

Main part
Time: ~ 15 min

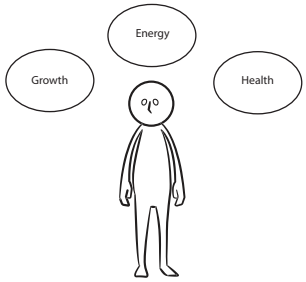
### How to discuss

Ask the learners why we need nutrition as well as water to survive.
Draw three bubbles around the human body outline and write the three main terms in the bubbles.
Now ask the learners the meaning of these terms, discuss them and give some examples.

**Growth:** Our body is made up of millions of cells. These cells need substances called proteins so that they can grow. Proteins are sometimes called the 'building blocks' of the body and they are necessary so that the body can grow or can repair itself. The best examples of foods that are sources of proteins are meat, chicken, fish, eggs and milk.
**Energy:** Some foods contain energy to help you to stay active, working and playing, and also for growth. We need this energy so that we can breathe, the blood can circulate, our body can regulate its temperature and our heart can beat.
**Health:** In addition to supporting growth and the energy, food also contains substances called minerals and vitamins which are essential for the healthy working of our body.

Now ask some of the learners what health-supporting food they have eaten during that day.

**Which water is safe to drink?**
Ask the learners which of the waters listed below are safe to drink. If they are not sure, discuss why this could be safe or not. Add to the list if the learners have more ideas.




- River water (it depends)
- Purified water
- Tap water (it depends)
- Sea water (no, if not treated)
- Water that has been bought in a bottle
- Water that has been boiled in a kettle

**Now ask the learners what will happen if you drink polluted water?** Tummy pain and diarrhoea
**What problems are caused by diarrhoea?** Because of diarrhoea you will lose a lot of water which you need! Due to this loss of water you will feel ill. It is called dehydration. Dehydration can also occur if you do not drink enough while you are sweating.
**What to do if you are suffering from diarrhoea:** Heat a litre of water and add two spoons of sugar and a quarter spoon of salt for drinking. This will assist with recovery.

# Water balance

Main part
Time: ~ 15 min

## How to explain

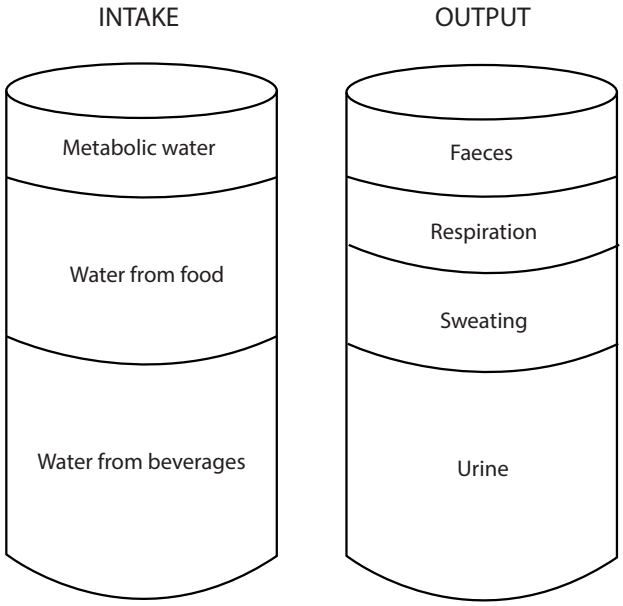
Let us have a closer look at the water balance of the human body!

First, ask the learners to think about all the ways they lose water in a day.
After that, ask them how they think they take water into their bodies (other than drinking).

Draw two columns of the same height and write the titles INTAKE and OUTPUT above the columns. A learner has an intake and output of approximately 1.5 litres per day. Explain that a healthy body must have a balance between intake and output. If you suffer from diarrhoea, the balance is disturbed and your body will not have enough water to work properly.

What will happen if your **intake** is lower?
- You are thirsty, get tired, have no need for the toilet, get confused

What will happen if your **output** is lower?
- You will need to go to the toilet often




# Summary

Wrap up
Time: ~ 5 min

Repeat what you have learnt today!

# Clean and safe environment

Health and hygiene: Intermediate phase

## Materials

- Worksheet 5.2.1 - Our environment
- Rubbish bags

## Aim

- To increase knowledge about a clean environment
- How can you help?

## Introduction

Introduction
Time: ~ 10 min

Show the picture of Nelson Mandela and his quote. Distribute the sheets, let the learners read the quote, and give them some time to discuss the first question. After a few minutes, start to discuss the question, and have a group discussion with everybody. Then start with the second question, to be discussed in groups. Ask each group what the members do to protect the environment.

## Activity: Environmental walk

Introduction
Time: ~ 25 min

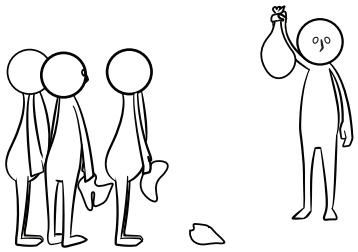
### How to conduct

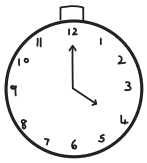
Divide the class into groups of 5 learners. Each group creates a name for the group.

Accompany the learners outside the classroom and instruct them to walk around in the school area to collect all the rubbish they can find (no syringes or sharp objects). Give them 10 to 15 minutes to return to the meeting point and make a heap of their collected rubbish. The group with the biggest heap wins.

Examine the rubbish and try to identify what type of waste is mostly found (e.g. plastic). Ask the learners if it is right to throw the rubbish on the floor.
Discuss why it is important to throw the rubbish into a bin. The learners should wash their hands and return to the classroom.

(If there is still time in the lesson, take the learners outside the school area for a short walk and instruct them to simply observe the rubbish on the ground - no collecting.)





## Summary

Wrap up
Time: ~ 5 min

Ask the learners what they remember from the lesson.

# Our environment

Worksheet 5.2.1

First and last name: _____

Date: _____

Class: _____

**"And I dream of the vast deserts, the forests, and all of the wilderness of our continent, wild places that we should protect as a precious heritage for our children and for our children's children. We must never forget that it is our duty to protect the environment."**

**- Nelson Mandela**

1. What did Nelson Mandela mean by "it is our duty to protect the environment"?

   _____

   _____

   _____

2. Do you protect the environment? If yes, how do you do it? Discuss in groups.

3. Let's see how we can protect our environment on the environmental walk!

4. Write down 3 waste items that you have found on the environmental walk.

   1. _____

   2. _____

   3. _____

5. What can be done to prevent this pollution?

   _____

   _____

   _____

   _____

# Substance abuse

Health and hygiene: Intermediate phase

## Materials

- Worksheet 5.3.1 - Substance Abuse
- A3 paper

## Aim

- To increase knowledge about substance abuse and addiction
- To understand the difference between legal and illegal drugs
- To know the effects of smoking and drinking alcohol

## Introduction

Introduction
Time: ~ 5 min

Welcome the learners and introduce the day's topic.
Ask the learners what they know about substance abuse. Write everything they say on the blackboard, to have an overview.

## Worksheet 'Substance abuse'

Main part
Time: ~ 20 min

### How to execute

Go through the questions with learners. Give them enough time to think and discuss with their partners and then discuss the questions with the whole class. Write down the solutions, so the learners have the correct answers.

Questions > see answers on solution sheet:

1. Definitions of 'Substance Abuse' and 'Addiction'
2. Different types of drugs
3. Smoking and drinking
4. Short-term and long-term effects
5. Why it is better to live a life without drugs?
6. What have you learnt today?

## A healthy life without drugs!

Main part
Time: ~ 10 min

### How to execute

On an A3 paper, write in big letters 'We say YES to a healthy life without drugs'. You or the learners design the paper (poster) freely as you wish.

After that, let every learner sign the 'drug-free contract' and hang/stick the poster up on the wall as a reminder.

## Summary

Wrap up
Time: ~ 5 min

Let's repeat what we have learnt today!

# Substance abuse

Worksheet 5.3.1

First and last name: _____

Date: _____

Class: _____

1. Substance abuse:

   _____

   _____

   _____

   Addiction:

   _____

   _____

   _____

2. There are different types of drugs. Write down as many as you know:

   Legal drugs:

   _____

   Legal drugs for adults:

   _____

   Illegal drugs:

   _____

3. Now write the two legal drugs for adults in the top line, one in each box. Think of the negative effects which these substances will cause, and write them in the correct boxes beneath the titles:

| | |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

# Substance abuse

Worksheet 5.3.1

4. Decide which ones are short-term and which ones are long-term effects. Mark them with two different colours.

5. Why is it better to live a life without drugs? Discuss this with your partner and write down all the answers you can.

_____

_____

_____

_____

_____

_____

_____

_____

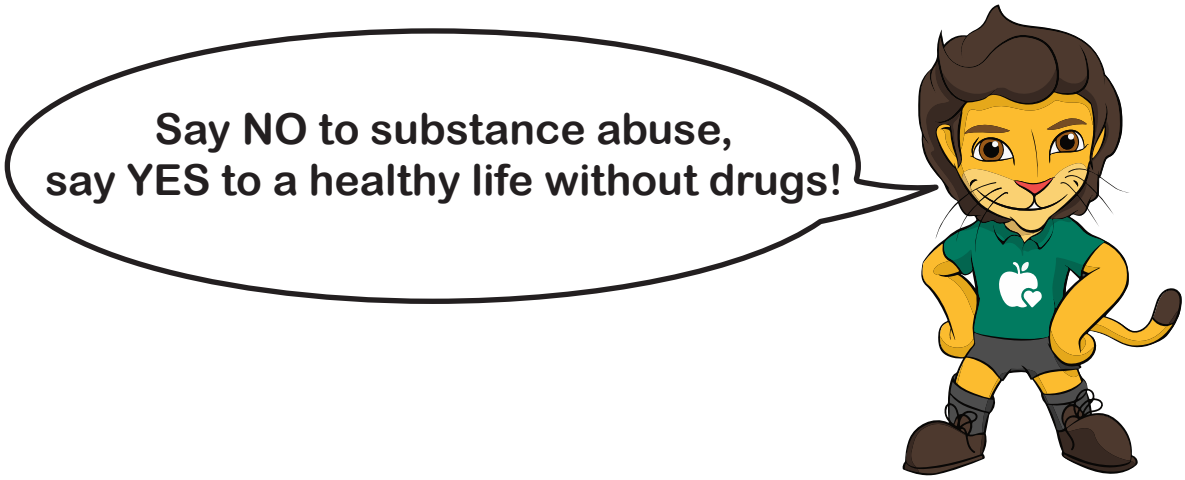
_____

_____

3. What have you learnt today?

   Substance abuse, including drugs, is bad because …

   - _____
   - _____
   - _____



# Substance abuse

Worksheet 5.3.1 (Memo)

1. *Ask the learners if they know the meaning of these two terms and let them first explain in their own words. After that, tell them the definition and write it down with them.*

**Substance abuse:**
Drugs are substances taken to change the way the mind or body works. Drugs can come from a drug store, from plants that grow wild, or drugs which are made in laboratories.

**Addiction:**
Somebody who uses drugs can become dependent on them, or addicted, if he or she desires a drug all of the time. This means that the person's body or mind becomes so accustomed to having this drug that he or she cannot function well without it. Once someone is addicted, it is very hard to stop taking drugs

2. There are different types of drugs. Write down as many as you know:

   *Be sure that the learners understand the differences. Medication as a legal drug can be very helpful in the right circumstances and dosage. Legal drugs for adults are only legal when you have reached a certain age. Illegal drugs are illegal for everyone and are harmful for your health!*

   **Legal drugs:** Caffeine (in coffee, tea, energy drinks, coke, etc.); medication (for headaches, colds, and other illnesses).

   **Legal drugs for adults:** Alcohol, Nicotine (in cigarettes)

   **Illegal drugs:** Marijuana, Cocaine

3. Now write the two legal drugs for adults in the top line, one in each box. Think of the negative effects which these substances will cause, and write them in the correct boxes beneath the titles:

| Smoking - nicotine | Drinking - alcohol |
|---|---|
| Bad smell on your clothes | Bad headache |
| Lung cancer | Addiction |
| Yellow teeth | Difficult to focus/see |
| Smelly hair | Liver damage |
| Persistent coughing | Heart disease |
| Heart disease | Nausea and vomiting |
| Bad breath | Slurred speech |
| Acute coughing | Cancer of the stomach |
| Makes your skin look older | Brain damage |
| Bad taste in mouth | Clumsy movement |

*There are more results than the points above, but the children should get an idea of what these substances can lead to.*

# Substance abuse

Worksheet 5.3.1 (Memo)

4. Decide which ones are short-term and which ones are long-term effects. Mark them with two different colours.

   *Tell the learners that there are short-term and long-term effects. The short-term effects will disappear after a while but most of the long-term effects will stay for a lifetime.*

5. Why is it better to live a life without drugs? Discuss with your partner and write down all the answers you can.

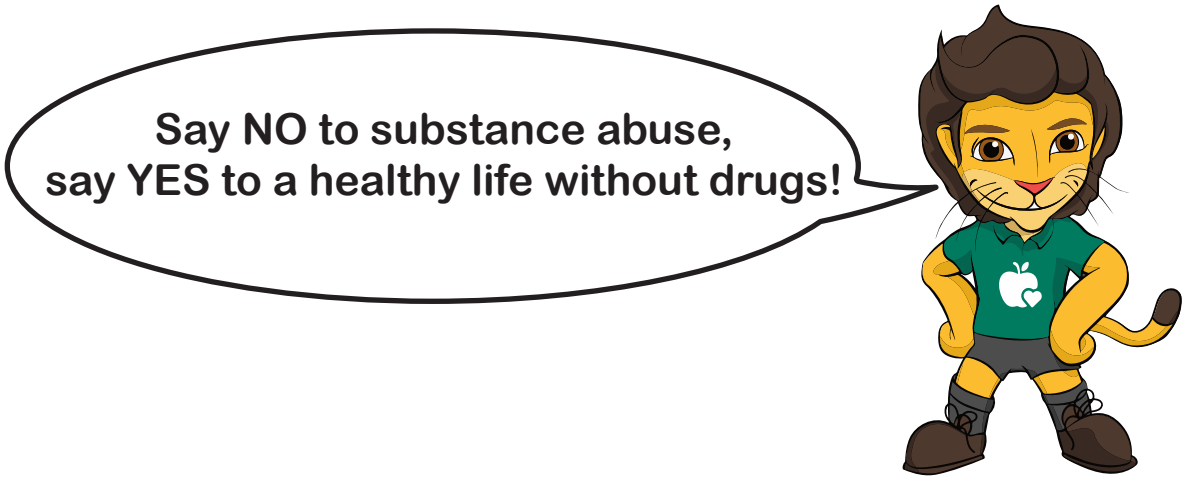
   *If they need a jump start, give them some input like the sentences below.*

   YOU:
   - keep your body healthy
   - have a clear mind
   - get good grades in school
   - achieve your goals
   - can participate in activities from school or your community
   - keep your friends
   - obey the law
   - are safe

6. What have you learnt today?

   Substance abuse, including drugs, is bad because…

   *(Let the learners write down some important points. Give them some ideas if they need help, or let them discuss this with their partners.)*



# Assessment: Importance of water and nutrition, keeping our environment clean and safe & substance abuse

First and last name: _____

Date: _____

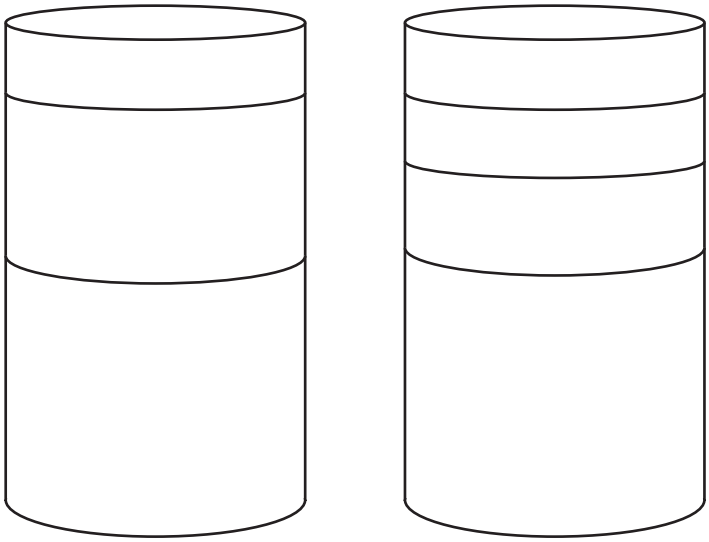
Class: _____ Mark: _____

1. Fill in the circles with the correct solutions.
   We need water and nutrition for…

(1.5 marks)

2. Water balance – fill in the right terms.

**INTAKE** **OUTPUT**



- Respiration
- Sweating
- Water from food
- Urine
- Water from beverages
- Faeces
- Metabolic water

(3.5 marks)

# Assessment: Importance of water and nutrition, keeping our environment clean and safe & substance abuse

3. Nearly _____ % of the human body is water.

(1 mark)

4. Write down how you protect the environment..

_____

_____

_____

_____

_____

(2 marks)

5. Describe two possibilities to keep the school grounds clean.

1. _____

_____

_____

_____

2. _____

_____

_____

_____

(2 marks)

6. Write down two examples for each type.

Legal drugs: 1. _____

2. _____

Legal drugs for adults 1. _____

2. _____

Illegal drugs 1. _____

2. _____

(3 marks)

# Assessment: Importance of water and nutrition, keeping our environment clean and safe & substance abuse

7. Negative effects of the two most common legal drugs for adults. Write the two legal drugs in the boxes (grey) on the top and write the correct letters underneath.

   a) Liver damage
   b) Yellow teeth
   c) Persistent coughing
   d) Bad headache
   e) Lung cancer
   f) Cancer of the stomach
   g) Brain damage
   h) Bad smell on your clothes
   i) Makes your skin looks older
   j) Nausea and vomiting

| | |
|---|---|
| | |
| | |
| | |
| | |
| | |

(5 marks)

8. Write down 2 different points which show us that a life without drug is better.

   1. _____

   2. _____

(2 marks)

# Assessment Memo: Importance of water and nutrition, keeping our environment clean and safe & substance abuse

1. Fill in the circles with the correct solutions.
   We need water and nutrition for…

Energy

Growth

Health

(1.5 marks)

2. Water balance – fill in the right terms.

**INTAKE**

Metabolic water

Water from food

Water from beverages

**OUTPUT**

Faeces

Respiration

Sweating

Urine

- Respiration
- Sweating
- Water from food
- Urine
- Water from beverages
- Faeces
- Metabolic water

(3.5 marks)

# Assessment Memo: Importance of water and nutrition, keeping our environment clean and safe & substance abuse

3. Nearly 75 % of the human body is water.

(1 mark)

4. Write down how you protect the environment.

   Let the children write how they protect the environment. Give points for meaningful answers, including those mentioned in class.

(2 marks)

5. Describe two possibilities to keep the school grounds clean.

   Give points for meaningful answers, including those mentioned in class like throwing waste in a bin.

(2 marks)

6. Write down two examples for each type.

| | |
|---|---|
| Legal drugs: | 1. Caffeine |
| | 2. Medication |
| Legal drugs for adults | 1. Alcohol |
| | 2. Nicotine |
| Illegal drugs | 1. Marijuana |
| | 2. Cocaine |

(3 marks)

# Assessment Memo: Importance of water and nutrition, keeping our environment clean and safe & substance abuse

7. Negative effects of the two most common legal drugs for adults. Write the two legal drugs in the boxes (grey) on the top and write the correct letters underneath.

   a) Liver damage
   b) Yellow teeth
   c) Persistent coughing
   d) Bad headache
   e) Lung cancer
   f) Cancer of the stomach
   g) Brain damage
   h) Bad smell on your clothes
   i) Makes your skin look older
   j) Nausea and vomiting

| Nicotine | Alcohol |
|---|---|
| Yellow teeth | Liver damage |
| Persistent coughing | Bad headache |
| Lung cancer | Cancer of the stomach |
| Bad smell on your clothes | Brain damage |
| Makes your skin look older | Nausea and vomiting |

(5 marks)

8. Write down 2 different points which show us that a life without drugs is better.

   - Keep your body healthy
   - Have a clear mind
   - Get good grades in school
   - Achieve your goals
   - Keep your friends
   - Can participate in activities from school or your community
   - Obey the law
   - Are safe

(2 marks)

Scale of achievement: Grading

| Description of competence | Percentage | Final mark |
|---|---|---|
| Outstanding achievement | 80-100 | 7 |
| Meritorious achievement | 70-79 | 6 |
| Substantial achievement | 60-69 | 5 |
| Adequate achievement | 50-59 | 4 |
| Moderate achievement | 40-49 | 3 |
| Elementary achievement | 30-39 | 2 |
| Not achieved | 0-29 | 1 |

# SA dietary guidelines

Nutrition: Intermediate phase

## Materials

- South African Food-Based Dietary Guidelines Poster
- Board and Board Markers
- Food Flash Cards (healthy and unhealthy foods)
- Prestick
- Worksheet 5.4.1.
- Crayons or Pencils
- Worksheet 5.4.2.
- Story - Josh and Ellie's Picnic Adventure

## Aim

- To revise knowledge of 'everyday' and 'sometimes' foods
- To list the South African Food-Based Dietary Guidelines
- To comprehend the purpose of the guidelines
- To associate poor dietary habits with lifestyle diseases
- To demonstrate the ability to apply the guidelines individual diets

## Introduction

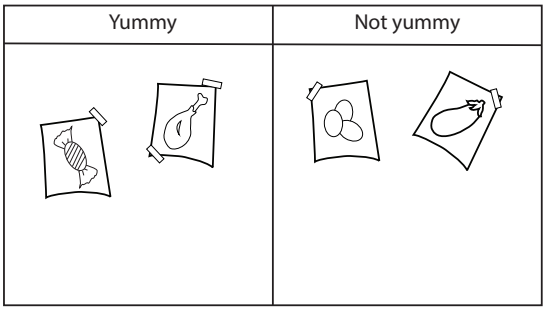
Introduction
Time: ~ 5 min

Welcome the learners, introduce the day's topic and outline the planned lesson.

### Ice breaker

Draw two columns on the board, with the headings 'Yummy' and 'Not Yummy'.

Hand out a food flash card to each of the learners. Ensure there is a mix of healthy and unhealthy foods. Ask the learners to decide whether the food on their card is 'yummy' or 'not yummy' and stick the card under the relevant heading.




Once all the cards are placed, ask the learners to decide whether the foods are healthy. Demonstrate to them that sometimes their favourite foods are not always the healthier choice. Explain that the healthy foods can be enjoyed every day (everyday foods) and the unhealthier foods can be eaten sometimes (sometimes foods). It is important not to allow sometimes foods to replace everyday foods.

## Group discussion

Main part
Time: ~ 15 min

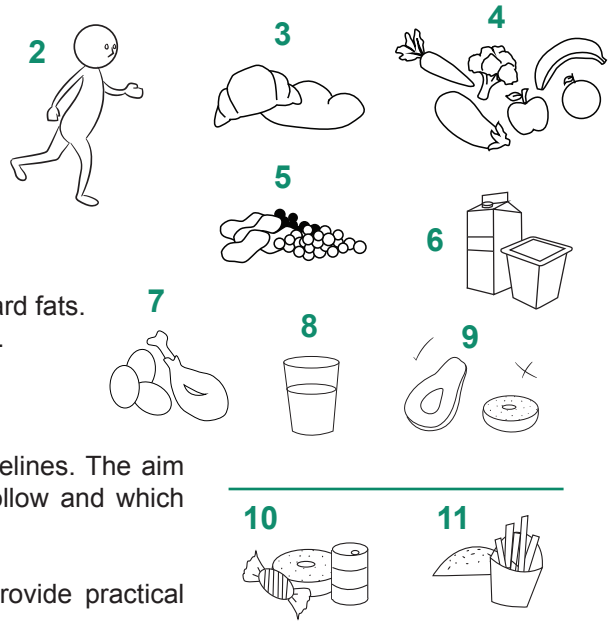
Ask the learners:
'What are lifestyle diseases?'
'Can anyone give an example of a lifestyle disease?'
'Are some lifestyle diseases caused by the foods that we eat?'

A lifestyle disease is a disease associated with the way a person lives. Unhealthy dietary habits (unhealthy diets) and a lack of exercise can lead to the development of a lifestyle disease.
An unhealthy diet consists of too much fat, sugar and salt, and not enough fresh fruit and vegetables.
Examples of lifestyle diseases are diabetes, obesity, heart disease, tooth decay and certain cancers.

Create a dialogue around the following topic:
The South African Department of Health recognised the need to teach people how to eat in a healthy way to prevent chronic diseases. The Department then asked experts to create a set of Food-Based Dietary Guidelines to help people eat in order to stay healthy. The aim of the guidelines is to encourage people to meet their nutritional requirements and to stay healthy to prevent disease.

The South African Food-Based Dietary Guidelines are as follows:

1. Enjoy a variety of foods.
2. Be active!
3. Make starchy foods part of most meals.
4. Eat plenty of vegetables and fruit every day.
5. Eat dry beans, split peas, lentils and soya regularly.
6. Have milk, maas or yoghurt every day.
7. Fish, chicken, lean meat or eggs may be eaten daily.
8. Drink lots of clean, safe water.
9. Use fats sparingly. Choose vegetable oils, rather than hard fats.
10. Use sugar, and foods and drinks high in sugar, sparingly.
11. Use salt and food high in salt sparingly.




Hand out Worksheet 5.1.1.
This worksheet provides the learners with a list of the guidelines. The aim is for learners to tick off which guidelines they currently follow and which guidelines they can improve on.

**Teacher's Top Tip:** As you go through each guideline, provide practical examples of how these guidelines can be applied at home.

## Change my day

Main part
Time: ~ 8 min

### How to execute

Direct the learners to complete Worksheet 5.1.2.
This aim of this worksheet is for the learners to apply knowledge and make suggestions on how a diet may be changed based on the guidelines. The learners are required to suggest alternative meals and indicate which guideline they applied
.

**Teacher's Top Tip:** Once the learners have completed the activity, encourage them to share their suggestions. It is important to create a non-judgmental atmosphere. Try to refer to foods as healthy (everyday) or unhealthy (sometimes) foods, as opposed to bad or junk food.

## Josh and Ellie's picnic adventure

Main part
Time: ~ 10 min

### How to play

Read the story: Josh and Ellie's Picnic Adventure

Create a dialogue around the following topics: Do you think having a picnic is a good idea?
Are there any guidelines that you could apply to ensure the picnic is not only fun but also healthy?

Being outdoors is great fun, especially as it presents a great opportunity to get active and play games.
Do you think the picnic items that Mrs. Brown packed were healthy? What type of foods would you pack?
Sometimes playing outside makes us thirsty. What are some of the beverages (drinks) you could take along?

## Summary

Wrap up
Time: ~ 2 min

Ask the learners what they have learnt today. Ask them questions about some of the key topics that were covered.
Encourage the learners to think of practical ways in which they can apply the guidelines at home.

# Josh and Ellie's picnic adventure

Josh and Ellie were 9-year old twins. They were the best of friends! They did everything together.

One sunny morning, Ellie and Josh were playing in their bedroom. Ellie turned to Josh and said: "Josh, I have a great idea! Let's ask mom if we could go to the park for a picnic."

"That's a great idea," exclaimed Josh. "I love playing in the park and I love food!"

"Okay. I will ask mom," said Ellie.

Ellie found Mom in the kitchen. "Mom, could Josh and I go for a picnic in the park today?"

Mom hugged Ellie and said gently, "I am sorry love. I am very busy today and I won't have time to prepare a picnic meal for you"

Ellie said sadly, "okay, I understand Mom."

Ellie returned to the bedroom to tell Josh.

A few minutes later, Mom walked into the bedroom. With a smile, she said "Come into the lounge, I have a surprise for you."

Ellie and Josh bounded into the lounge. They saw a picnic basket placed near a sunny window. A bright blanket and comfortable pillows were placed next to the picnic basket.

They turned to their mom, with large smiles on their faces. Mom said, "how about having a special picnic inside today?"

"That's a good idea! Thank you, mom," said the twins.

"Then let's make some healthy picnic food," said Mom.

**Josh and Ellie's healthy picnic foods:**

1 egg and tomato sandwich

1 chicken and lettuce sandwich

Carrot and cucumber sticks

2 oranges

2 yoghurts

2 bottles of water

# SA food-based dietary guidelines - self checklist

Worksheet 5.4.1

First and last name: _____

Date: _____

Class: _____

Tick the relevant box:

| Guideline | I do this everyday | I do this sometimes | I never do this |
|---|---|---|---|
| Enjoy a variety of foods. | | | |
| Be active! | | | |
| Make starchy foods part of most meals. | | | |
| Eat plenty of vegetables and fruit every day. | | | |
| Eat dry beans, split peas, lentils and soya regularly. | | | |
| Have milk, maas or yoghurt every day. | | | |
| Fish, chicken, lean meat or eggs may be eaten daily. | | | |
| Drink lots of clean, safe water. | | | |
| Use fats sparingly. Choose vegetable oils, rather than hard fats. | | | |
| Use sugar, and foods and drinks high in sugar, sparingly. | | | |
| Use salt, and food high in salt, sparingly. | | | |

Name two changes that you would like to make to your diet, based on the guidelines:

1. _____

_____

2. _____

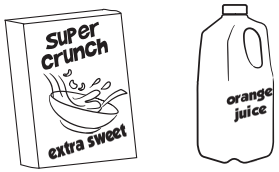
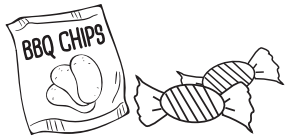
_____

# Change my day

Worksheet 5.4.2

Name: _____ Date: _____ Class: _____

**Amy is a good friend of yours. She heard that you are learning about the South African Food-Based Dietary Guidelines. She requests that you make improvements to her diet based on what you have learned. Write down your suggested improvements.**

| Amy's current diet | Your suggested improvements | Guideline that you referred to: |
|---|---|---|
| **Breakfast:**   | | |
| **Lunch:** | | |
| **Snack:** | | |
| **Evening meal:** | | |
| **Snack:**   | | |

KaziKidz
Teaching Material for Schoolchildren

# SOUTH AFRICAN FOOD-BASED DIETARY GUIDELINES

1. Enjoy a variety of foods.
2. Be active!
3. Make starchy food part of most meals.
4. Eat plenty of vegetables and fruit every day.
5. Eat dry beans, split peas, lentils and soya regularly.
6. Have milk, maas or yoghurt every day.
7. Fish, chicken, lean meat or eggs may be eaten daily.
8. Drink lots of clean, safe water.
9. Use fats sparingly. Choose vegetable oils, rather than hard fats.
10. Use sugar, and foods and drinks high in sugar, sparingly.
11. Use salt, and food high in salt, sparingly.

# Nutrients in food

Nutrition: Intermediate phase

## Materials

- Nutrients in Food 1 Poster
- Board and Board Markers
- Handout 5.5.1
- Cardboard
- Magazines (food magazines if possible)
- Scissors
- Glue
- Worksheet 5.5.1
- Pencils or crayons

## Aim

- To define the terms 'nutrition' and 'nutrients'
- To become familiar with the major nutrients in food and their functions
- To provide examples of foods high in specific nutrients

## Introduction

Introduction
Time: ~ 3 min

Welcome the learners, introduce the day's topic and outline the planned lesson

**Link with the previous lesson:**
Ask the learners if anyone was able to make any changes to their diet, based on the South African Food Based Dietary Guidelines. Share ideas around this topic. If no one responds, reinforce a few practical suggestions that can easily be followed (drink plenty of clean water, be active, use less sugar in porridge/cereal or salt on food etc.)

## Group discussion

Main part
Time: ~ 10 min

Ask the learners: 'Why do we eat?' 'Where does our body get energy from?' 'What do you think our body uses the energy from food for?'

**Possible answers:**

- Just as a car requires fuel to work, or a power station requires coal to produce energy, so our body needs energy to function.
- Our body gets energy from the food that we eat. When we eat food, our body breaks down the food into usable energy.
- Everything our body does (from breathing to our heart beating, or even sitting upright and learning) requires energy.

**Teacher's Top Tip:** Ask the learners to wave their arms in the air. Then ask them whether they think that required energy or not. Explain to the learners that certain activities require more energy than others.

Ask the learners: 'Other than providing us with energy, what else does food do for our bodies?' 'What are nutrients?' 'Why are nutrients important?' 'What is nutrition?'

- Nutrients are found in food and are important for good health. The body cannot make its own nutrients, so they must be provided by the food we eat.
- There are many types of nutrients in the food we eat. However, there is no single food that provides us with all the nutrients our body requires. For example, roast chicken has a very different nutrient content to watermelon.
- Nutrients are the parts of food that provide us with energy, and help our bodies to grow and stay healthy.
- It is important to eat a variety of nutritious (healthy) foods, so that our bodies can get all the nutrients they need to stay healthy.
- Unhealthy foods do not provide the proper nutrients for our bodies to stay strong and grow. We call these foods non-nutritious foods, as they do not contain enough nutrients to keep us healthy.
- Eating in a nutritious way is the act of providing or receiving food necessary for growth and health.

Write the words **'nutrients'** and **'nutritious'** on the board.

Distribute Handout 5.5.1. to the learners. This handout briefly describes the major nutrients that are found in food. Briefly go through each nutrient with the learners.

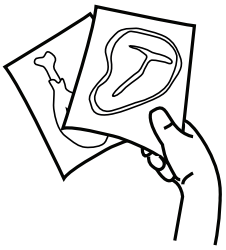
# Nutrients found in food

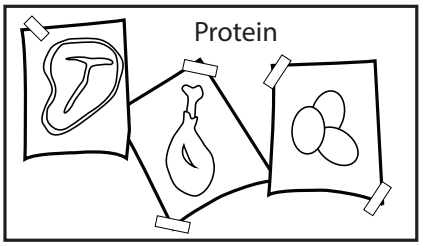
Main part
Time: ~ 15 min

## How to execute

Divide the learners into five groups.

Give each group the name of a nutrient found in food (as per the handout). The groups should search for pictures of foods that are good sources of their particular nutrient. For example, the 'protein' group could find pictures of meat, chicken, fish, eggs etc. These pictures should be stuck onto a large piece of paper or cardboard to make a poster. Once the groups are finished, they can present their posters to the class.






# Match the food

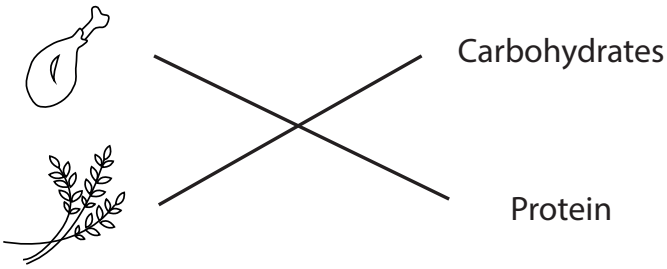
Main part
Time: ~ 10 min

## How to complete

Direct the learners to complete Worksheet 5.5.1.

In this activity, the learners match a food with the major nutrient.

**Teacher's Top Tip:** Explain to the learners that we should try to enjoy a variety of foods at each meal. In this way we will have balanced meals that provide our bodies with a range of nutrients for good health.




# Summary

Wrap up
Time: ~ 2 min

Ask the learners what they have learnt today. Try to create an open dialogue with the them and encourage the learners to ask questions about nutrition and healthy foods.

Remind the learners why they should choose healthy foods, and the importance of good nutrition.

Try to end the session by motivating the learners to make healthy food choices at home.

# The nutrients found in food

Handout 5.5.1

Foods are made up of nutrients which are needed to help us grow, be active and stay healthy. We need to eat a variety of foods to stay healthy. There are five main (major) nutrients found in foods.

**1. Carbohydrates (starchy foods)**

Foods high in carbohydrates give us a ready-to-use source of energy. Whole-grains (unrefined starchy foods) such as brown rice, whole-wheat bread and cereals, and sweet potatoes are better than refined starchy foods such as white rice and white bread.

**2. Proteins**

Proteins are the building-blocks of our body. They are important for growth and repair (healing). Proteins keep our muscles, blood, nerves and bones strong. Meat, fish, chicken, eggs, cheese, beans and lentils are all great sources of protein. We should try to eat a protein-containing food at each meal.

**3. Fats**

Fats are a dense source of energy. This means a small amount of fat provides a large amount of energy. Fat also carries certain vitamins throughout the body. Remember, because fats are so energy dense, a little goes a long way! Some fats are healthier than other fats. Avocados, olive oil and canola oil, nuts and seeds are good sources of healthy fats.

**4. Vitamins and minerals**

Vitamins help the body grow and stay healthy. Vitamins are also important for a healthy immune system (to protect us from disease), healthy skin, eyes and hair. Minerals help our body function as it should. Minerals are important for healthy blood, bones and teeth. Minerals also help our muscles to work properly. Fruit and vegetables are very high in vitamin and mineral content. We should try to eat at least five different kinds of fruits and vegetables per day.

**5. Fibre and water**

Fibre helps us digest the food we eat. Fibre is also important for a healthy digestive system and it prevents constipation. Great sources of fibre are whole-grain foods such as whole-wheat bread and bread rolls, brown rice and bran cereal. Fruit and vegetables are also good sources of fibre. Water is very important for good health. We should aim to drink at least six glasses of clean water every day.

# Match the food

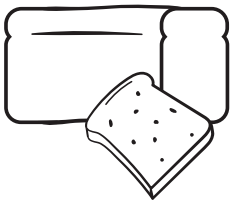
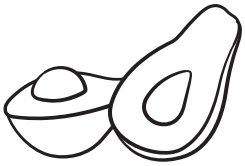
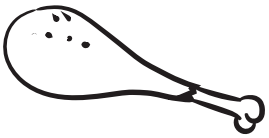
Worksheet 5.5.2

First and last name: _____

Date: _____

Class: _____

Draw a line to match each food with the relevant box:

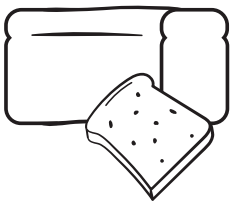
| FOOD GROUPS | | | WHAT THE FOOD GIVES OUR BODIES |
|---|---|---|---|
|  Bread | ☐ | ☐ | This food is high in vitamins and minerals. Vitamins and minerals keep the body healthy and functioning properly. You should aim to eat at least 5 of these types of food per day. |
| Bran cereal | ☐ | ☐ | This food contains healthy fats. Fats are a source of concentrated energy. Fats also play an important role in the absorption of certain vitamins. |
| Spinach | ☐ | ☐ | This food is a great source of protein. Protein foods are important as proteins are important for growth and healing. |
|  Avocado | ☐ | ☐ | This food is a source of ready-to-use energy. Whole-grains are a great source of fibre and packed full of nutrients. |
|  Chicken | ☐ | ☐ | This food is a great source of fibre. Fibre helps keep the digestive system healthy and regular. Fibre also helps to keep our hearts healthy. |

# Match the food

Worksheet 5.5.2 (Memo)

Draw a line to match each food with the relevant box:

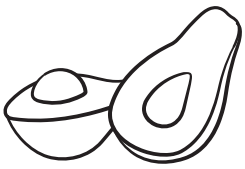
**FOOD GROUPS**



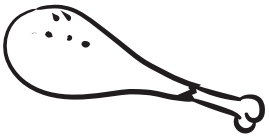
**Bread**

**Bran cereal**

**Spinach**



**Avocado**



**Chicken**

**WHAT THE FOOD GIVES OUR BODIES**

**This food is high in vitamins and minerals. Vitamins and minerals keep the body healthy and functioning properly. You should aim to eat at least 5 of these types of food per day.**

**This food contains healthy fats. Fats are a source of concentrated energy. Fats also play an important role in the absorption of certain vitamins.**

**This food is a great source of protein. Protein foods are important as proteins are important for growth and healing.**

**This food is a source of ready-to-use energy. Whole-grains are a great source of fibre and packed full of nutrients.**

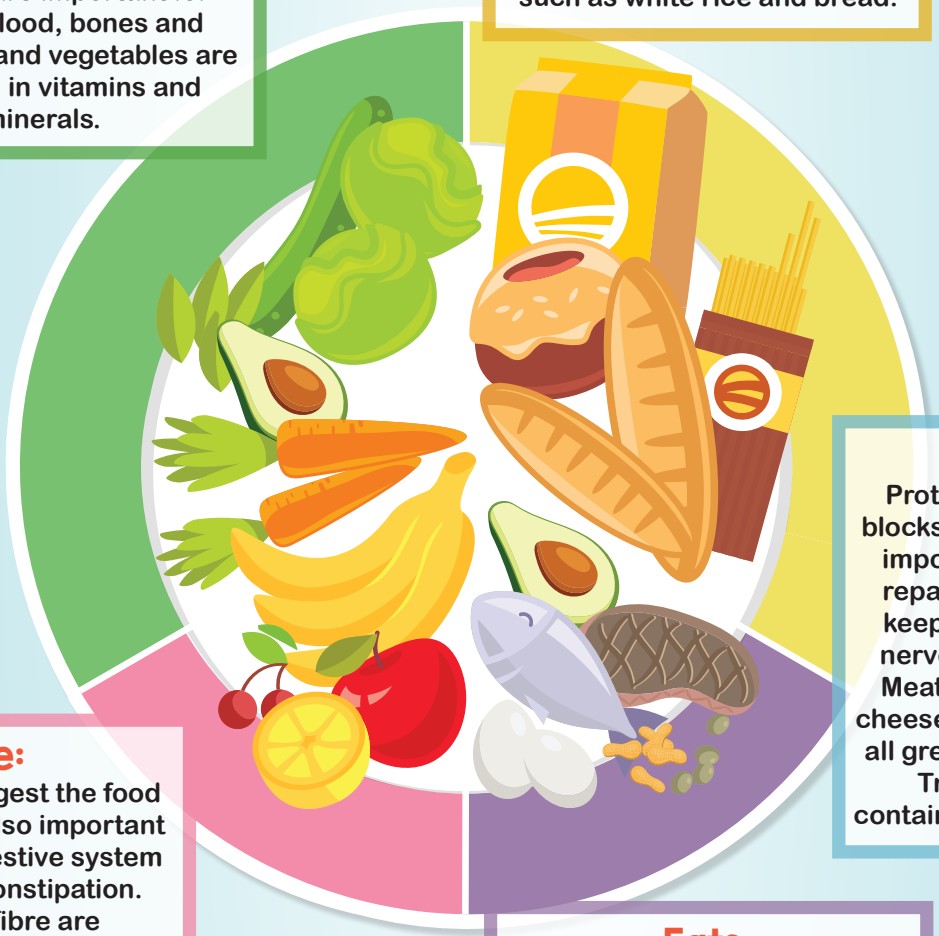
**This food is a great source of fibre. Fibre helps keep the digestive system healthy and regular. Fibre also helps to keep our hearts healthy.**

KaziKidz
Teaching Material for Schoolchildren

# NUTRIENTS IN FOOD

## Carbohydrates:
Foods high in carbohydrates give us a ready-to-use source of energy. Whole-grains (unrefined starchy foods) such as brown rice, whole-wheat bread and cereals, and sweet potatoes are better than refined starch foods such as white rice and bread.

## Vitamins & minerals:
Vitamins help the body grow and stay healthy. Vitamins are also important for a healthy immune system. Minerals helps our body function as it should. Minerals are important for healthy blood, bones and teeth. Fruit and vegetables are very high in vitamins and minerals.



## Proteins:
Proteins are the building blocks of our body. They are important for growth and repair (healing). Proteins keep our muscles, blood, nerves and bones strong. Meat, fish, chicken, eggs, cheese, beans and lentils are all great sources of protein. Try to eat a protein-containing food at each meal.

## Fibre:
Fibre helps us digest the food we eat. Fibre is also important for a healthy digestive system and prevents constipation. Sources of fibre are whole-grain foods such as whole-wheat bread and bread rolls, brown rice and bran cereal. Fruit and vegetables are also a great source of fibre.

## Fats:
Fats are a dense source of energy. This means a small amount of fat provides a large amount of energy. Fat also carries some vitamins throughout the body. Some fats are healthier than other fats. Avocados, olive and canola oil and nuts and seeds are good sources of healthy fats.

# Nutrients in food continued

Nutrition: Intermediate phase

## Materials

- Nutrition in Food 2 Poster
- Board and Board Markers
- Handout 5.6.1
- Worksheet 5.6.1.
- Crayons or Pencils

## Aim

- Recap on the previous lesson.
- Recap on the concept of 'everyday foods' and 'sometimes foods'.
- Understand the term 'micro-nutrient' .
- Become familiar with some of vitamins and minerals and their functions.
- Identify food sources of some of the vitamins and minerals.

## Introduction

Introduction
Time: ~ 3 min

Welcome the learners, introduce the day's topic and outline the planned lesson.

**Link with the previous lesson:**
Create a dialogue around the previous lessons. Recap on concepts from the previous lesson such as nutrients, nutrition, carbohydrates, proteins and fats. Remind the learners that foods are made up of nutrients that our bodies need to stay healthy and to function properly.

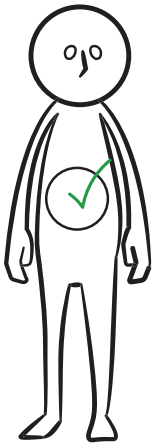
## Group discussion

Main part
Time: ~ 10 min

**Ask the learners:**
During the previous lesson, we learned about nutrients called vitamins and minerals.
'Can anyone remember the function of vitamins and minerals?'
'And some of the foods that are a good source of vitamins and minerals?'
'Has anyone heard of the word 'micro-nutrients' before?'

**Possible answers:**

- Vitamins help the body grow and stay healthy. Vitamins are also important for a healthy immune system (to protect us from disease), healthy skin, eyes and hair.
- Minerals help our bodies function as they should. Minerals are important for healthy blood, bones and teeth.
- Fruit and vegetables are very high in vitamins and minerals.
- Vitamins and minerals are called micro-nutrients. They are called this, as we only need small amounts of these to stay healthy.



**Teacher's Top Tip:** Write the word 'micro-nutrients' on the board. Explain that 'micro' means very small. We call vitamins and minerals 'micro-nutrients' as we only need a very small amount of them at a time. However, foods only contain a trace amount of micro-nutrients. Therefore, we still need to eat a large variety of different foods to make sure we get all the micro-nutrients we need.

Ask the learners: 'Why are some foods healthier than others?'
'Why should we eat healthier foods often?'
'What do you think will happen if we replace healthy foods with unhealthy foods?'
'Will this have an impact on our health?'

- Healthy foods contain important nutrients that are essential to keep our bodies healthy and functioning well. If we do not get enough nutrients from the food we eat, we could become ill.
- We need to choose healthier foods as often as possible (therefore we call healthy foods 'everyday foods') to ensure we stay healthy.
- Unhealthy foods are usually high in sugar, salt and/or unhealthy fats. Unhealthy foods are also often very low in nutrients.
- If we replace healthy foods with unhealthy foods too often, our bodies will not get the nutrients they need. We should try to eat unhealthy foods less often (therefore we call these foods 'sometimes foods').

Write the terms 'everyday (healthy) foods' and 'sometimes (unhealthy) foods' on the board.

**Teacher's Top Tip:** Provide examples of healthy and unhealthy foods as the discussion progresses. Avoid labelling food as good or bad, rather re-iterate that we have 'everyday' healthy foods and 'sometimes' unhealthy foods. Also, avoid referring to high sugar or high fat foods, e.g. chocolates/sweets/ice-cream etc., as treats or reward foods.

Today we are going to explore vitamins and minerals even further. We are going to learn about some of the specific vitamins and minerals found in different foods and what their functions are.

Distribute Handout 5.6.1. to the learners. Explain that there are 13 vitamins and minerals in total, and that you are only going to go through a few of them today.

## Match the micro-nutrient

Main part
Time: ~ 5 min

### How to execute

Direct the learners to complete Worksheet 5.6.2.
In this worksheet, the learners match the vitamin or mineral with its key functions.

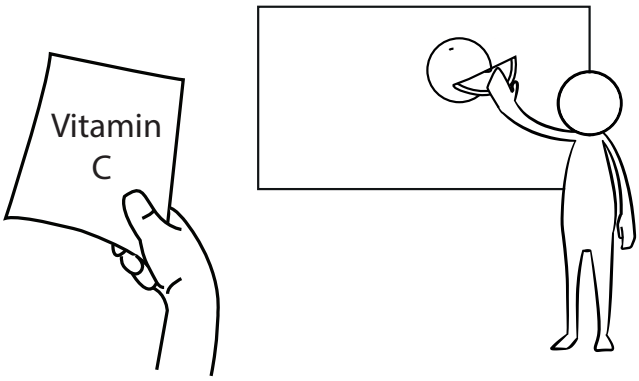
## Micro-nutrient charades

Main part
Time: ~ 20 min

### How to play

Divide the learners into groups. Give each group a card with the name of a vitamin or mineral on it. The groups must come up with a play, or skit or picture (that they can draw on the board) to describe their nutrient (without giving its name). The rest of the learners must guess which nutrient it is.

**Teacher's Top Tip:** Rearrange the classroom as needed. Remind the teams not to say the name of their micro-nutrient out loud, or write it on the board. They are not allowed to use **words** to describe their micro-nutrient at all.




## Summary

Wrap up
Time: ~ 2 min

Emphasise to the class that to stay healthy, they need to eat a variety of healthy foods every day. If you have time, you can create a dialogue around some practical ways the learners can do this at home.

# Micronutrients – vitamins and minerals

Handout 5.6.1

## VITAMINS

### Vitamin A

Keeps the immune system strong. Important for eyesight, especially at night. Also keeps the skin and membranes healthy.
**Food sources:** red meat and liver; dark green and deep yellow vegetables such as spinach and butternut.

### Vitamin B12

Helps with the formation of blood cells and keeps nerve and digestive cells healthy.
**Food sources:** liver, red meat, fish, seafood, eggs, chicken, milk and milk products.

### Vitamin C

Keeps your teeth and gums healthy. Also, important for keeping the immune system strong.
**Food sources:** vegetables and fruits such as oranges, strawberries, broccoli, kiwi fruit, mangos and sweet potato.

### Vitamin D

Important for strong bones and healthy teeth.
**Food sources:** organ meat, salmon and tuna canned with the bones; margarines fortified with vitamin D.
**Other sources:** exposure to sunlight causes the skin to produce vitamin D in the body.

### Folic Acid

Helps with the development of blood cells.
**Food sources:** liver, lentils and beans, fortified breads, pasta, rice, vegetables and citrus fruits.

## MINERALS

### Calcium

Helps with the development and maintenance of bones and teeth. Also, important for heart health.
**Food sources:** milk, yoghurt, amasi, cheese and green leafy vegetables

### Phosphorus

Helps build strong bones and teeth.
Food sources: meat, chicken, fish, eggs, lentils, nuts, milk, amasi, yoghurt and cheese.

### Iron

Important for healthy blood (aids in the circulation of oxygen in the blood).
**Food sources:** red meat, organ meat, lentils and beans, cereals, dried fruits and leafy green vegetables.

### Zinc

Essential for the healing of wounds, blood formation and growth.
**Food sources:** organ meat, beef, pork, chicken, lentils and beans, nuts, soya and whole-wheat bread.

# Match the micronutrient

Worksheet 5.6.2

First and last name: _____

Date: _____

Class: _____

Draw a line to match each vitamin or mineral with the relevant box.

| MICRONUTRIENT | | | WHAT THE FOOD GIVES OUR BODIES |
|---|---|---|---|
| **Vitamin A** | ☐ | ☐ | **Helps with the development and maintenance of bones and teeth. Also, important for heart health.** |
| **Zinc** | ☐ | ☐ | **Important for healthy blood (aids in the circulation of oxygen in the blood).** |
| **Calcium** | ☐ | ☐ | **Keeps your teeth and gums healthy. Also important for keeping the immune system strong.** |
| **Iron** | ☐ | ☐ | **Keeps the immune system strong. Important for eyesight, especially at night. Also keeps the skin and membranes healthy.** |
| **Vitamin C** | ☐ | ☐ | **Essential for healing of wounds, blood formation and growth.** |

# Match the micronutrient

Worksheet 5.6.2 (Memo)

Draw a line to match each vitamin or mineral with the relevant box.

| MICRONUTRIENT | WHAT THE FOOD GIVES OUR BODIES |
|---|---|
| Vitamin A | Helps with the development and maintenance of bones and teeth. Also, important for heart health. |
| Zinc | Important for healthy blood (aids in the circulation of oxygen in the blood). |
| Calcium | Keeps your teeth and gums healthy. Also important for keeping the immune system strong. |
| Iron | Keeps the immune system strong. Important for eyesight, especially at night. Also keeps the skin and membranes healthy. |
| Vitamin C | Essential for healing of wounds, blood formation and growth. |

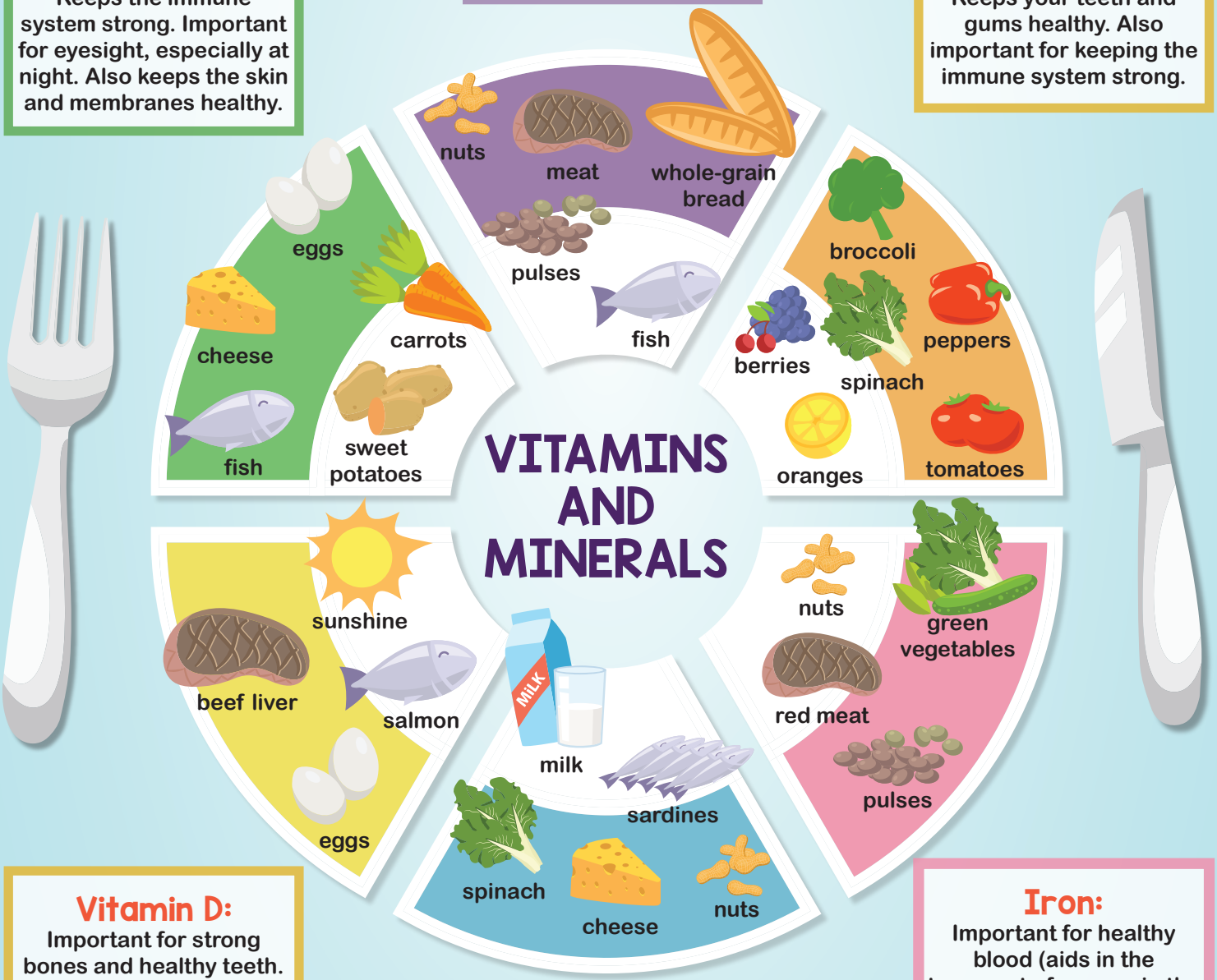
KaziKidz
Teaching Material for Schoolchildren

# MICRONUTRIENTS VITAMINS & MINERALS

**Vitamin B12:**
Helps with the formation of blood cells and keeps nerve and digestive cells healthy

**Vitamin A:**
Keeps the immune system strong. Important for eyesight, especially at night. Also keeps the skin and membranes healthy.

**Vitamin C:**
Keeps your teeth and gums healthy. Also important for keeping the immune system strong.




**Vitamin D:**
Important for strong bones and healthy teeth.

**Iron:**
Important for healthy blood (aids in the transport of oxygen in the blood).

**Calcium:**
Helps with the development and maintenance of bones and teeth. Also important for heart health.

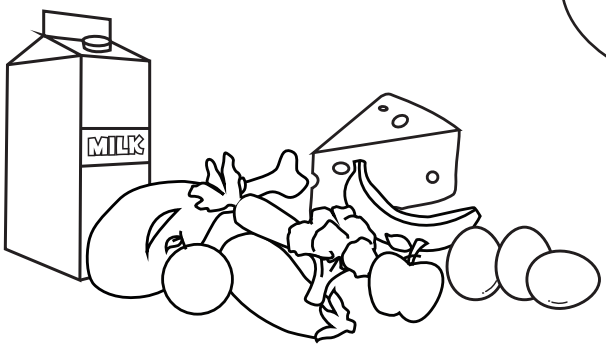
# Assessment: Nutrition

First and last name: _____

Date: _____

Class: _____ Mark: _____

1. List any 3 nutrients found in food.




(3 marks)

2. Some of the South African Food-Based Dietary Guidelines are listed below. Fill in the missing words to complete the sentence.
   1. Eat plenty of _____ and fruit every day.
   2. Drink lots of clean, safe _____.
   3. Have _____, maas or yoghurt every day.
   4. Use _____ and foods and drinks high in _____ sparingly.
   5. Make _____ foods part of most meals.

(5 marks)

# Assessment: Nutrition

3. Name any 3 nutrients found in food and discuss the role each nutrient has in our body.

   1. _____

   _____

   _____

   2. _____

   _____

   _____

   3. _____

   _____

   _____

(3 marks)

4. Write down three examples of 'everyday foods' and three examples of 'sometimes foods'.

| | | |
|---|---|---|
| Everyday foods | 1. | _____ |
| | 2. | _____ |
| | 3. | _____ |
| Sometimes foods | 1. | _____ |
| | 2. | _____ |
| | 3. | _____ |

(6 marks)

5. Discuss the importance of fibre in our diet (2 marks) and give an example of a food that is high in fibre (1 mark).

   _____

   _____

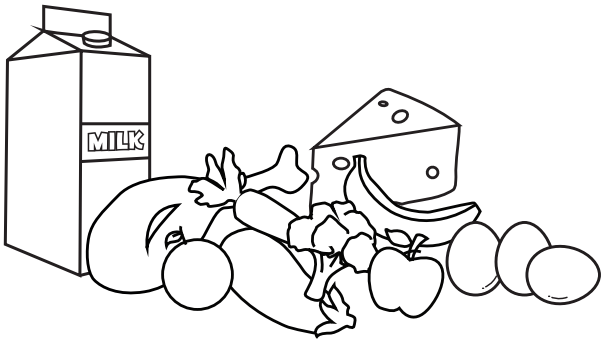
   Example of a food high in fibre: _____

| Description of competence | Percentage | Final mark |
|---|---|---|
| Outstanding achievement | 80-100 | 7 |
| Meritorious achievement | 70-79 | 6 |
| Substantial achievement | 60-69 | 5 |
| Adequate achievement | 50-59 | 4 |
| Moderate achievement | 40-49 | 3 |
| Elementary achievement | 30-39 | 2 |
| Not achieved | 0-29 | 1 |

# Assessment Memo: Nutrition

1. List any 3 nutrients found in food.

   Any suitable nutrients – carbohydrates, protein, fats, vitamins, minerals, fiber, water etc.




(3 marks)

2. Some of the South African Food-Based Dietary Guidelines are listed below. Fill in the missing words to complete the sentence.

   1. Eat plenty of vegetables and fruit every day.
   2. Drink lots of clean, safe water.
   3. Have milk, maas or yoghurt every day.
   4. Use sugar and foods and drinks high in sugar sparingly.
   5. Make starchy foods part of most meals.

(5 marks)

3. Name any 3 nutrients found in food and discuss the role each nutrient has in our body.

   Refer to Lesson Plan 2, Handout 5.2.1. - The Nutrients Found in Food

(3 marks)

4. Write down three examples of 'everyday foods' and three examples of 'sometimes foods'.

| | |
|---|---|
| Everyday foods | Any suitable food e.g. milk, yoghurt, porridge, fruit and vegetables, meat, chicken and fish etc. |
| Sometimes foods | Any suitable foods e.g. chocolate, sweets, chips, lollipops, vetkoek, sugary drinks, doughnuts, take-aways etc. |

(6 marks)

# Assessment Memo: Nutrition

5. Discuss the importance of fibre in our diet (2 marks) and give an example of a food that is high in fibre (1 mark).

   Fibre helps us digest the food we eat. Fibre is also important for a healthy digestive system and prevents constipation.
   Other suitable answers could include – keeps us fuller for longer, helps maintain a healthy weight, good for the heart, prevents certain types of cancers etc.

   Example of a food high in fibre: Great sources of fibre are whole-grain foods such as whole-wheat bread and bread rolls, brown rice and bran cereal. Fruit and vegetables are also a great source of fibre.

# LESSON PLANS FOR Grade 6

Health & Hygiene and Nutrition

Physical Education

Moving to Music

KaziKidz
Teaching Material for Schoolchildren

# Lesson tracker

## Health, Hygiene and Nutrition - Grade 6

| This overview table should facilitate the tracking of the lessons and assessments. | | | | |
|---|---|---|---|---|
| **Component** | **Term** | **Lesson Number** | **Lesson Content** | **Date** |
| Health and Hygiene | | Lesson 1 | Physical activity | |
| | | Lesson 2 | Basic first aid | |
| | | Lesson 3 | Food hygiene: Clean water and food | |
| | | Assessment: Health and Hygiene | | |
| Nutrition | | Lesson 4 | Food hygiene: Safe and harmful ingredients | |
| | | Lesson 5 | Reading labels | |
| | | Lesson 6 | Safe food preparation and storage | |
| | | Assessment: Nutrition | | |

# Physical activity

Health and hygiene: Intermediate phase

## Materials

- Worksheet 6.1.1 - Physical Activity
- Guidance 'Activity Parkour'

## Aim

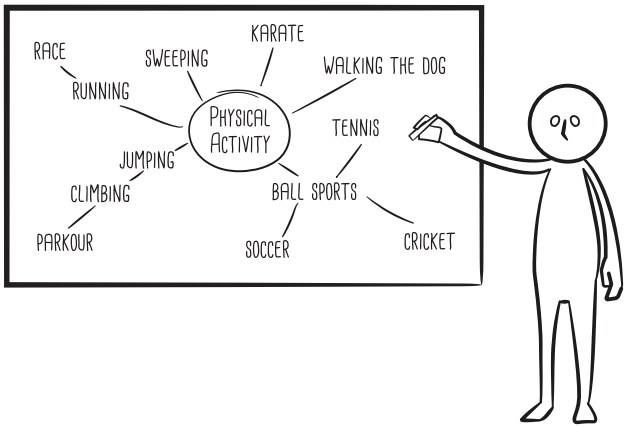
- To increase knowledge about physical activity.
- To know the importance of physical activity and its benefits.

## Introduction

Introduction
Time: ~ 5 min

Welcome the learners and introduce the daily topic.

Make a mind-map with the help of the learners. In the middle of the mind map, write 'physical activity' and ask the learners what they think of when they hear the word 'physical activity'. Write everything mentioned on the blackboard.




## Worksheet physical activity

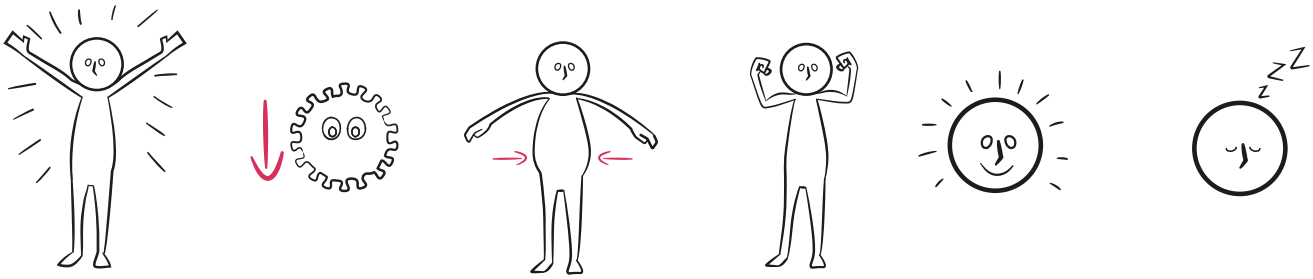
Main part
Time: ~ 10 min

### How to implement

Give the worksheet 6.1.1 'Physical Activity' to the learners and go through the different questions.

**Health benefits** (answers to question number 3 on the worksheet)

- Helps to maintain a healthy body.
- Reduces the risk of disease.
- Controls your weight.
- Strengthens your bones and muscles.
- Improves your mood.
- Improves sleep.



# Let's do physical activity

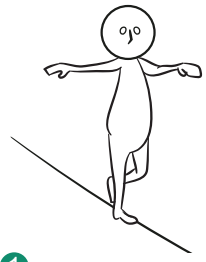
Main part
Time: ~ 20 min

## How to conduct

Have a closer look at sports and exercise. Tell the learners that there are different types of abilities.
Go outside and do some exercise with the learners. Learn about the different abilities.
Go outside with the learners and do the 'Activity Parkour'.

## Activity parkour

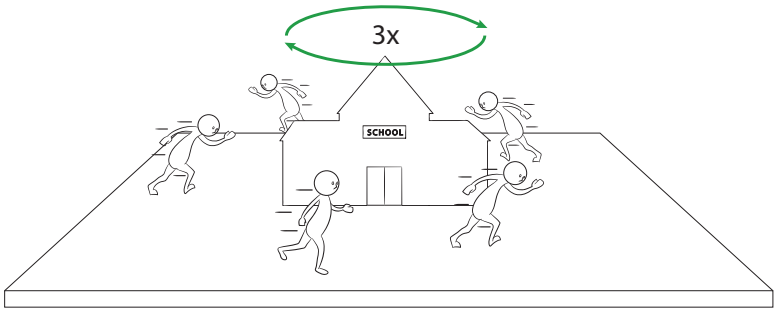
Introduce the 'Activity Parkour' and tell the learners the different abilities needed for each station of the parkour.



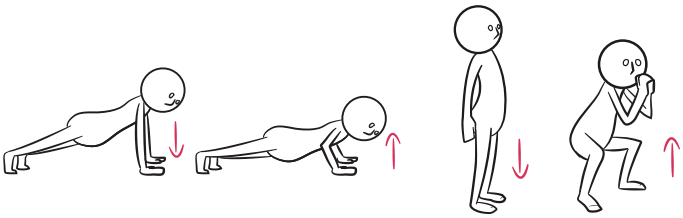
1

2

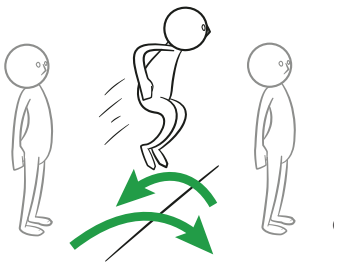
1. **Balance**
   Draw lines on the ground or take a rope (~5m) and let the learners try to walk/balance forwards and backwards. Instruct the learners to perform the next round with their eyes closed. Finally, try performing the activity without using their arms to keep the balance.
2. **Flexibility**
   Let the learners try to touch their feet with straight legs.
3. **Endurance**
   Instruct the learners run around the school building 3 times as fast as they can.
4. **Strength**
   Tell the learners to do as many push-ups as possible (make a competition out of it). Tell them to do a squat. The learner who can hold the position the longest is the winner.
5. **Coordination**
   Draw a line on the ground or use a rope. Let the learners jump back and forth with their feet together. To make it harder, tell them to do it on one leg.
6. **Speed**
   Learners race in a competition. Identify the boy and girl who are the fastest. Make groups of 10 and the winner (1 boy, 1 girl) gets into the final run.



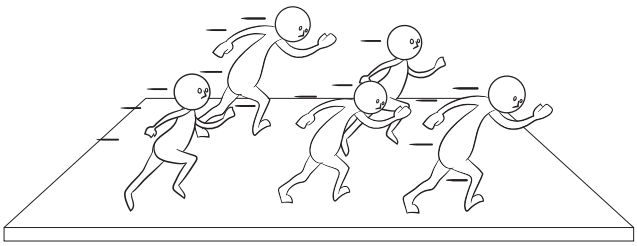

3



4



5



6

## Summary

Wrap up
Time: ~ 5 min

Repeat what you have learnt today.

# Physical activity

Worksheet 6.1.1

First and last name: _____

Date: _____

Class: _____

**'Physical activity' definition:**

Physical activity is any bodily movement produced by the skeletal muscles that use energy. This includes sports, exercise, and any other activities such as playing, walking, household chores, gardening, and dancing. Any activity, be it for work, to walk or cycle to and from places, or as part of leisure time, has a health benefit.

(World Health Organization, 2017)

1. Write down as many physical activities as you know.

_____

_____

_____

_____

2. Do you do physical activity? Write down your physical activities.

_____

_____

_____

_____

3. Why do you think that physical activity is good for your health? Discuss this with your partner.

_____

_____

_____

_____

# Basic first aid

Health and hygiene: Intermediate phase

## Materials

- First aid kit from school if available
- Handout 6.2.1 - Basic First Aid
- Worksheet 6.2.2 - Basic First Aid

## Aim

- To increase knowledge about basis first aid.
- To learn some methods of basic first aid.

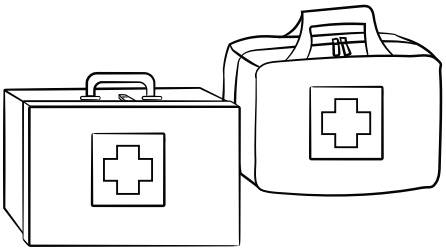
## Introduction

Introduction
Time: ~ 10 min

Welcome the learners and introduce the daily topic.

Ask the learners what they know about basic first aid. Write the points that the learners talk about on the blackboard.

If there is a first aid kit in the school, the teacher should take it to the classroom and show the learners everything that is inside the kit. Put each part on a table and explain all the different things and how they are used.



## Role play

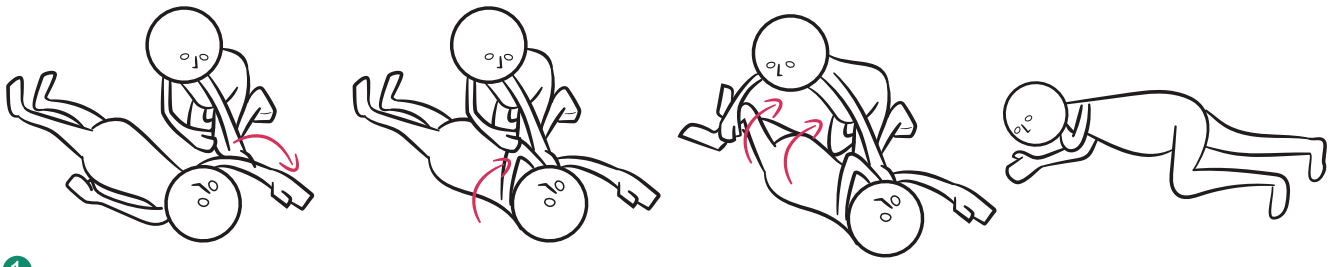
Main part
Time: ~ 20 min

### How to perform

Instruct the learners to make 7 groups. The teacher must give every group a hand out about one of the first aid topics. Explain that the learners need to read the sheet and ask questions if something is not clear. In the groups, the learners must role play the situation that is given. One learner is a 'patient' and the others will help him/her.

1. Recovery position
2. Pressure bandage
3. Choking
4. Nose bleed
5. Strain
6. Sunstroke
7. Call the emergency

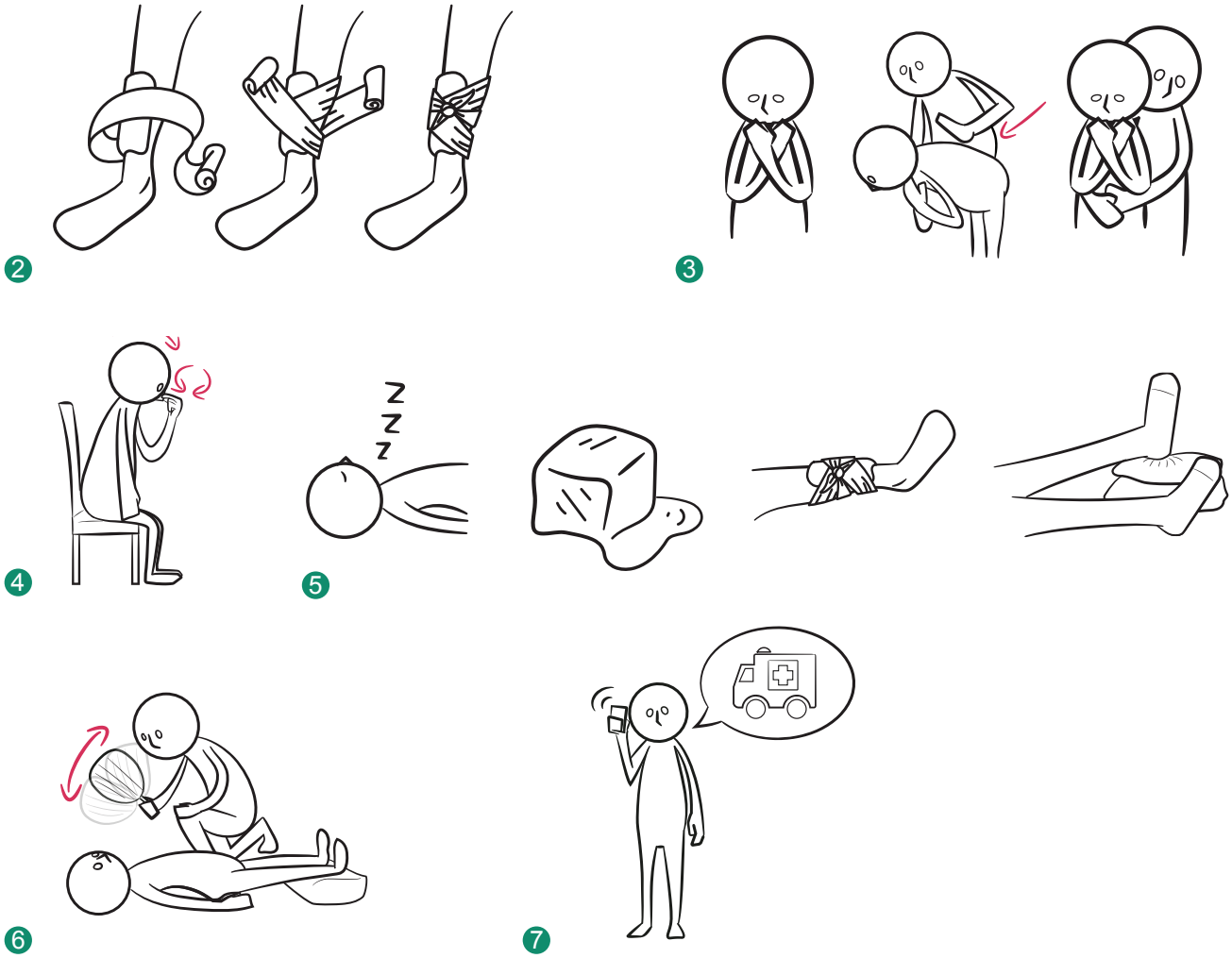
Allow time for the groups to practice their situations. Each group will present ITS situation as a role play in front of the class.



1

# Role play

Continued




# Basic first aid crossword

Main part
Time: ~ 5 min

If you have time at the end of the lesson, give each learner a crossword and let him/her search for the words.

# Summary

Wrap up
Time: ~ 5 min

Repeat what you have learnt today!

## Homework

Learners must be instructed to go home and ask their parents for the emergency numbers and write them down. If the learners' parents don't know, the learners must ask for the phone book to search for the numbers.

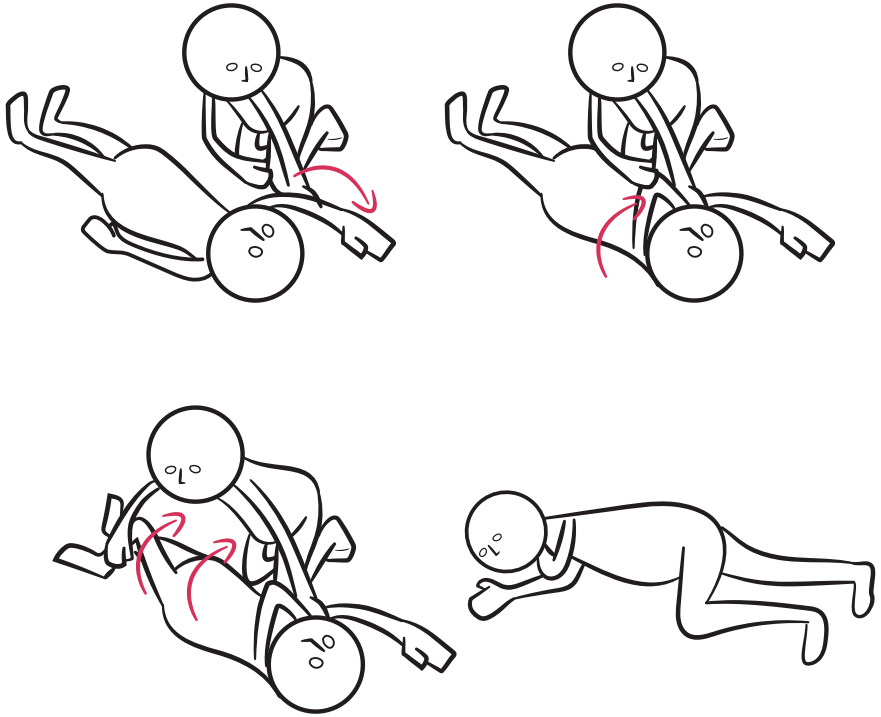
**Notes:** Control and add the missing emergency numbers if necessary. Every learner has his/her own list with the most important emergency numbers.

# Basic first aid

Handout 6.2.1

## RECOVERY POSITION

- If a person is unconscious and is breathing, they should be placed in the recovery position.
- This position ensures that someone is still able to breathe and will not choke.

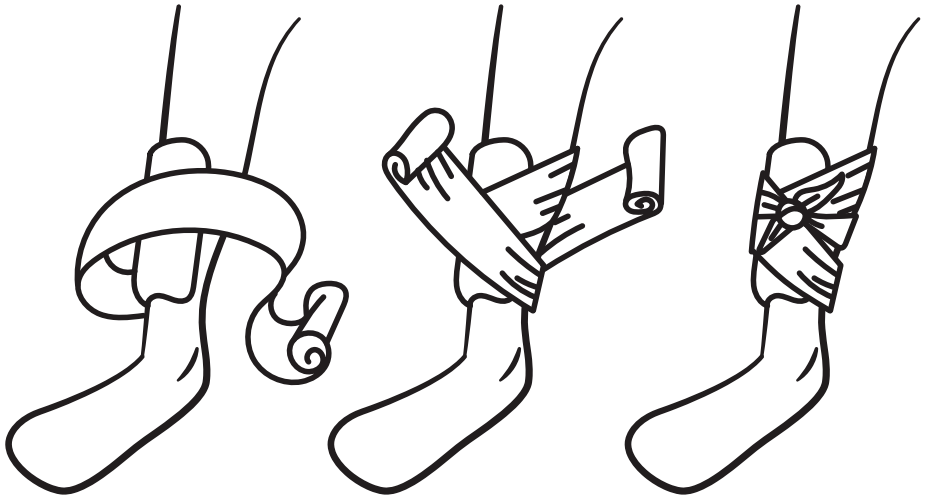


## PRESSURE BANDAGE

- The pressure bandage will help you to control bleeding and reduce swelling.

**How to do:**

- Place a pad on the wound and wrap the bandage around the pad.
- Using normal pressure, secure the bandage.



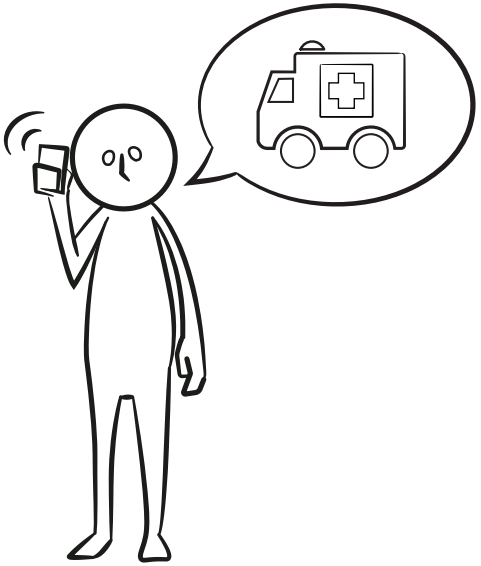
## CALL THE EMERGENCY

Dial 112

**Tell them:**

- Your name
- Where you are
- What happened
- How many people are injured

- Wait before you end the call. Allow the emergency people to ask all their questions.

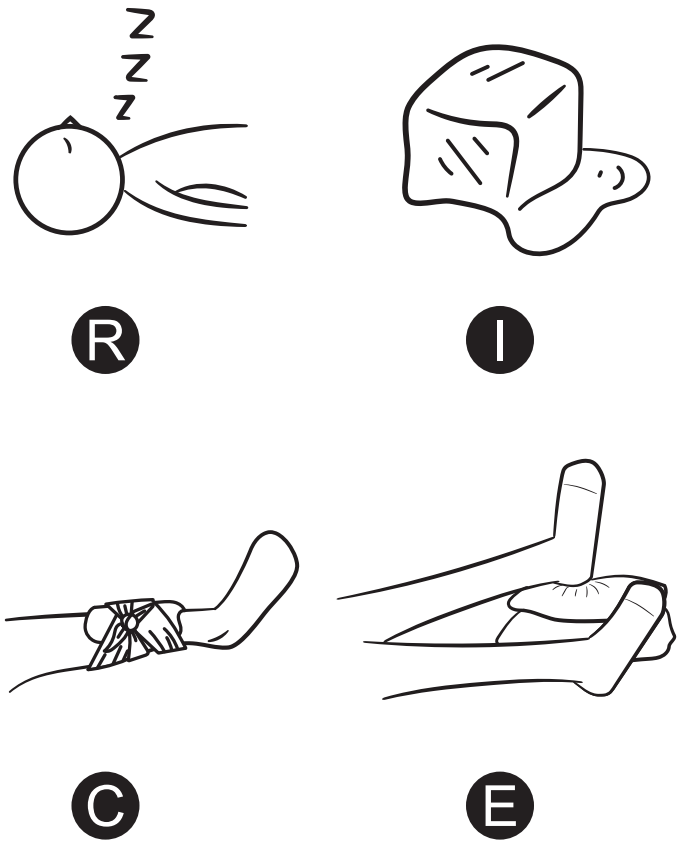


## SPRAIN – MUSCLE INJURY

If you are playing and you misstep.

**What to do:**

- Rest > stop doing the acitivty
- Ice > apply ice to the affected area
- Compression > to minimize swelling
- Elevation > raise the injured area








## SUNSTROKE

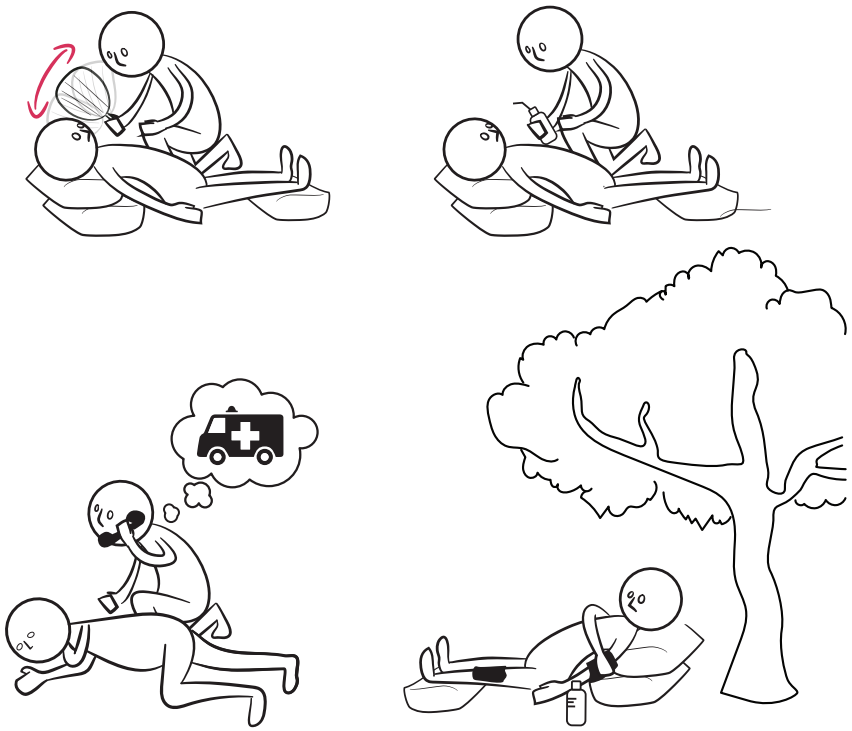
When the sun is shining on your head for a long time you can have sunstroke.

**Symptoms:**

- Red and hot head
- Headache
- Nausea and vomiting

**What to do:**

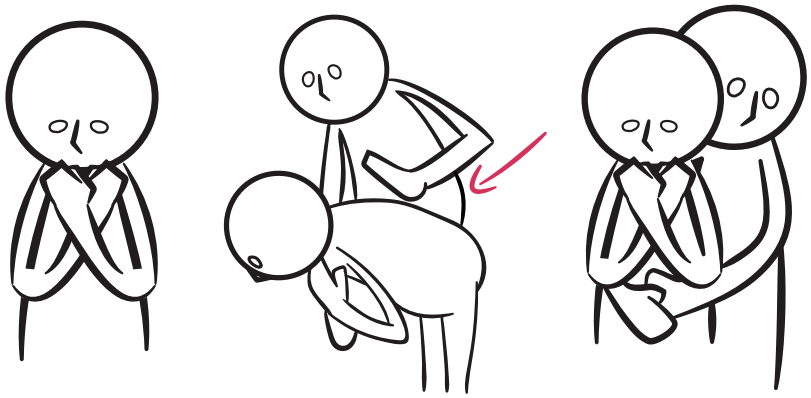
- Bring the person in the shade
- Put the person in an upright position
- Let him/her cool down



## CHOKING

If somebody has eaten something and now he/she is choking:

1. Try to cough it out
2. Try to slap it out > slap on the upper back of the person
3. Try to squeeze it out > make abdominal thrusts like it is shown on the picture

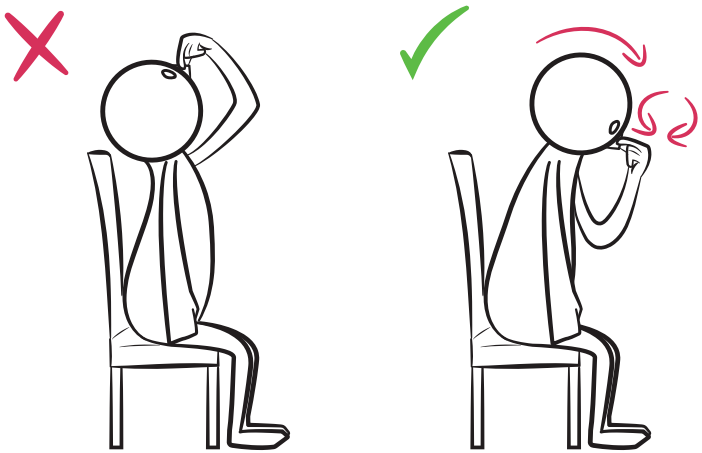


## NOSE BLEED

When there is blood running out of your nose.

**What to do:**

- Sit up straight and tip your head slightly forward.
- Use your thumb and forefinger and pinch the soft part of your nose shut. Hold this position for10 minutes.



# Basic first aid

Worksheet 6.2.2

Name: _____ Date: _____ Class: _____

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| D | G | B | J | K | D | V | F | D | E | M | E | R | G | E | N | C | Y | T | O |
| H | K | B | Q | C | S | N | L | M | D | S | A | L | Y | P | L | F | R | S | N |
| N | N | A | L | O | T | J | D | E | R | D | D | V | E | L | K | A | S | C | O |
| A | V | S | J | M | E | B | A | N | D | A | G | E | M | V | Y | V | I | H | S |
| S | E | I | A | P | F | D | S | L | M | S | B | N | E | H | A | C | P | A | E |
| L | U | C | Y | R | F | K | C | Q | E | A | I | Q | B | R | M | T | H | N | B |
| Z | F | F | V | E | I | A | M | H | R | D | D | P | O | Y | S | Q | E | T | L |
| I | S | I | H | S | L | Z | D | C | O | R | S | E | M | E | L | I | U | A | E |
| B | U | R | N | S | W | I | V | S | M | K | K | F | R | G | V | N | L | L | E |
| J | I | S | E | I | N | B | I | U | A | A | I | V | A | N | L | P | I | G | D |
| P | L | T | R | O | X | A | S | P | N | S | N | N | U | C | I | C | E | C | L |
| Q | X | A | H | N | D | N | N | E | G | E | J | T | G | I | Z | M | R | V | H |
| A | S | I | R | F | E | T | H | D | G | A | U | W | E | Q | E | A | T | B | G |
| C | B | D | O | I | Q | U | L | Z | I | A | R | Y | D | L | H | G | U | I | N |
| V | Y | R | T | R | E | C | O | V | E | R | Y | P | O | S | I | T | I | O | N |

**ELEVATE**
**BANDAGE**
**EMERGENCY**
**ICE**
**BASICFIRSTAID**
**BURNS**
**COMPRESSION**
**NOSEBLEED**
**RECOVERYPOSITION**
**REST**
**INJURY**
**CHOKING**

**EXTRA WORD: KAZIBANTU**

The words are written from left to right, up to down and diagonally up- and downwards.

# Food hygiene: clean water and food

Health and hygiene: Intermediate phase

## Materials

- Worksheet 6.3.1 - How to keep your food safe

## Aim

- Identify the most important ways that food can become contaminated.
- Increase knowledge about safe food preparation and storage.

## Introduction

Introduction
Time: ~ 10 min

Introduce the class to the daily topic and ask them, 'Why is food so important for us?'
Write the answers on the blackboard, let the learners write the list down in their textbook and discuss it with the class.

**Possible answers:**

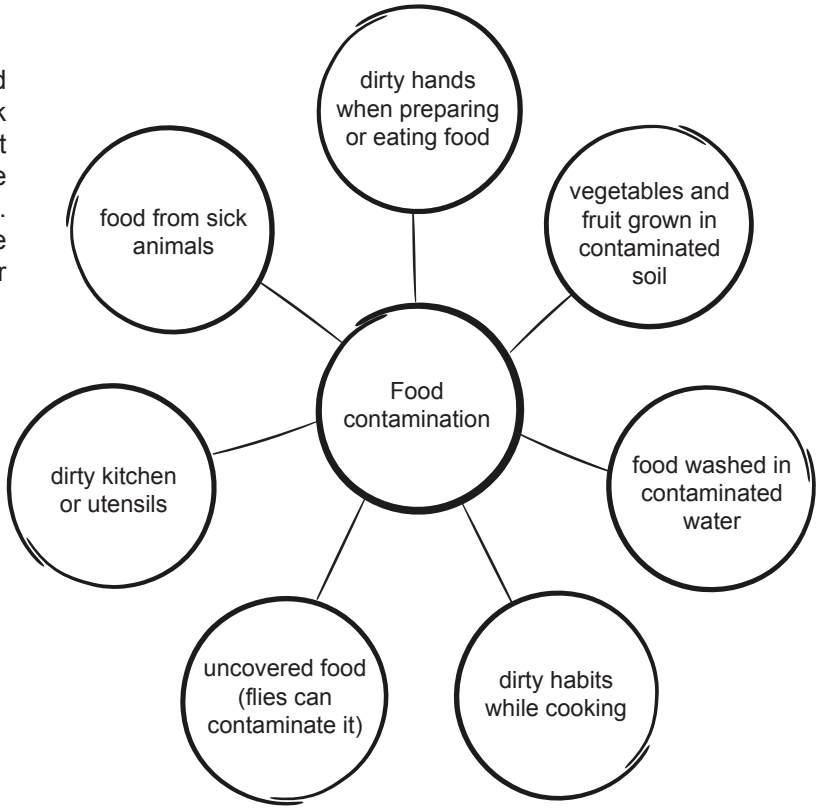
- To grow
- To live
- To have energy
- For good health
- For ceremonies and parties
- To bring family together

## How food is contaminated

Introduction
Time: ~ 10 min

### How to explain

The teacher should draw the circle 'food contamination' on the blackboard and ask the learners about the different ways that cause food contamination. Go through the different points and answer any questions. Let the learners draw the circles with the different contamination methods in their textbook.



# Prevention

Main part
Time: ~ 15 min

## How to explain

Give the worksheet 6.3.1 'how to keep your food safe' to the learners. Firstly, the teacher should discuss the topic food storage and ask the learners what they know about food storage. Instruct the learners to write down 5 important facts about food storage. They can work in pairs. The teacher must then discuss the points mentioned and write the most important points on the blackboard.

**Food storage:**

- Cover leftovers to keep out flies and insects that spread diseases.
- Keep the food as cool as possible (use the refrigerator or coolest place in house).
- Store dried or baked goods in an airtight tin (you can keep it for longer like this).
- Some foods such as raw meat and vegetables are more likely to be contaminated.
- Keep raw foods separate from prepared foods.
- When in doubt, don't eat the food. Rather throw it out.

Follow the same steps for the discussion on food preparation.

**Food preparation:**

- Wash your hands with soap before cooking.
- Wash utensils and food surfaces often to ensure they are clean.
- Wash the pots and plates after every meal.
- Use safe water for preparing foods.
- If you do not have clean water, boil the water you do get and cool it before use. Avoid cooking with contaminated water.
- Check the sell-by date on food you buy. Always buy the freshest food you can find.
- To kill the germs, cook food properly before eating it.

Instruct the learners to discuss, in pairs, what is done at their homes. Ask the learners to identify any differences. If some of the learners mention differences, discuss the differences.

As a reminder: **Cook it, boil it, peel it or forget it!**

# Summary

Wrap up
Time: ~ 5 min

Repeat of what you have learnt today. Ask the learners questions about the symptoms of food contamination, storage and preparation.

# How to keep your food safe

Worksheet 6.3.1

Name: _____ Date: _____ Class: _____

## Storage

## Preparation

# Assessment: Physical activity, basic first aid & food hygiene

First and last name: _____

Date: _____

Class: _____ Mark: _____

1. Name at least three reasons why physical activity is good for your health.
   1. _____
   2. _____
   3. _____

(3 marks)

2. Do you remember the Activity Parkour? Match the exercise to the correct capability.

| | | | |
|---|---|---|---|
| Balance | ☐ | ☐ | Touch your feet with straight legs |
| Flexibility | ☐ | ☐ | Jump back and forth over the line on a single leg |
| Endurance | ☐ | ☐ | Walking on a rope (forwards and backwards) |
| Strength | ☐ | ☐ | Run as fast as possible 50 meters |
| Coordination | ☐ | ☐ | Do as many pushups as possible |
| Speed | ☐ | ☐ | Run three times around the school building |

(3 marks)

# Assessment: Physical activity, basic first aid & food hygiene

3. True or False?

| | | |
|---|---|---|
| Call 112 for the emergency. | □ True | □ False |
| Lean your head back when your nose is bleeding. | □ True | □ False |
| The recovery position is needed for an unconscious person. | □ True | □ False |
| The pressure bandage will help you to control bleeding and reduce swelling. | □ True | □ False |
| A sunstroke is harmless. | □ True | □ False |
| 'Try to slap it out' is a method when somebody is choking. | □ True | □ False |
| You need to wait before you end the call until the emergency asked all their questions | □ True | □ False |

(3.5 marks)

4. Sprain – muscle injury. Remember the RICE scheme. What are the letters for?

R _____

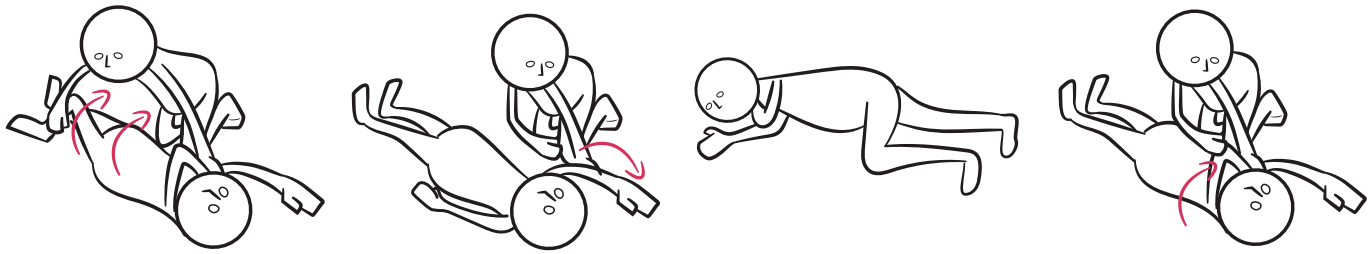
I _____

C _____

E _____

(2 marks)

5. Recovery position – put the pictures in the right order (1-4).



| | | | |
|---|---|---|---|
| | 1 | | |

(1.5 marks)

# Assessment: Physical activity, basic first aid & food hygiene

6. Food contamination – name at least four ways how food can get contaminated.

   1. _____
   2. _____
   3. _____
   4. _____

(2 marks)

7. Food storage. True or False?

| | | |
|---|---|---|
| Store raw food together with prepared food. | □ True | □ False |
| Don't eat food when in doubt. | □ True | □ False |
| Cover leftovers to keep out flies. | □ True | □ False |
| Keep food as hot as possible. | □ True | □ False |
| Raw meat and vegetables are more likely to be contaminated than other food. | □ True | □ False |

(2.5 marks)

8. Food preparation. True or False?

| | | |
|---|---|---|
| Use dirty water for preparing food. | □ True | □ False |
| Cook your food with clean hands. | □ True | □ False |
| Check the sell-by date on food you buy. | □ True | □ False |
| Cook food properly before eating to kill the germs. | □ True | □ False |
| You don't need to wash your plates after a meal. | □ True | □ False |

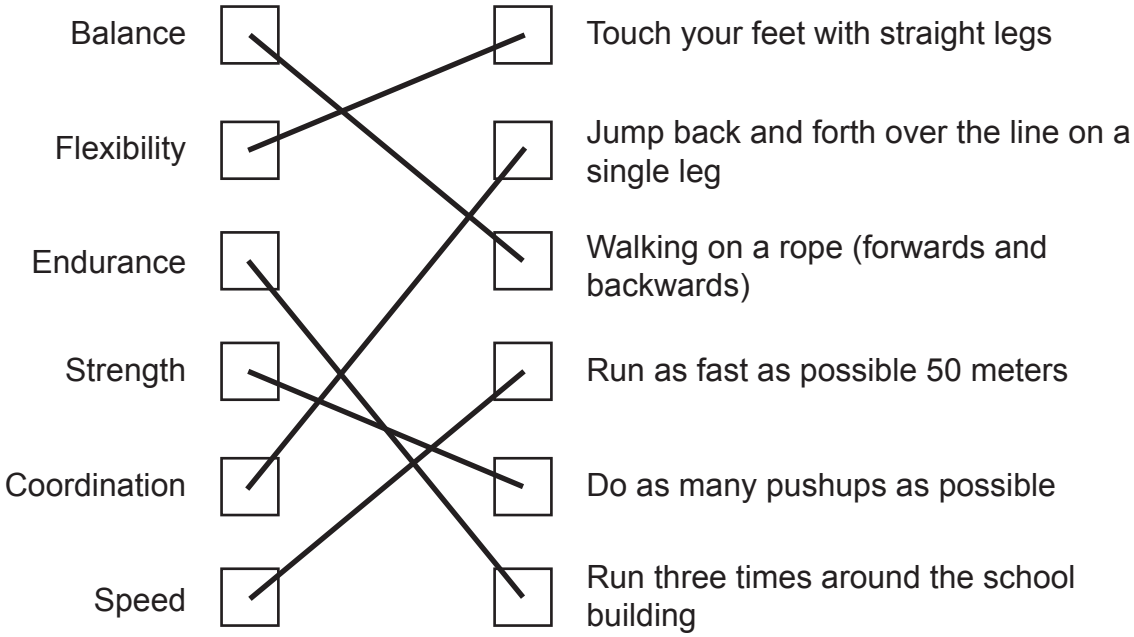
(2.5 marks)

# Assessment Memo: Physical activity, basic first aid & food hygiene

1. Name at least three reasons why physical activity is good for your health.
   - helps to maintain a healthy body
   - reduces the risk of disease
   - controls your weight
   - strengthen your bones and muscles
   - improves your mood
   - better sleep

(3 marks)

2. Do you remember the Activity Parkour? Match the exercise to the correct capability.




(3 marks)

# Assessment Memo: Physical activity, basic first aid & food hygiene

3. True or False?

| | | |
|---|---|---|
| Call 112 for the emergency. | ☒ True | ☐ False |
| Lean your head back when your nose is bleeding. | ☐ True | ☒ False |
| The recovery position is needed for an unconscious person. | ☒ True | ☐ False |
| The pressure bandage will help you to control bleeding and reduce swelling. | ☒ True | ☐ False |
| A sunstroke is harmless. | ☐ True | ☒ False |
| 'Try to slap it out' is a method when somebody is choking. | ☒ True | ☐ False |
| You need to wait before you end the call until the emergency asked all their questions | ☒ True | ☐ False |

(3.5 marks)

4. Sprain – muscle injury. Remember the RICE scheme. What are the letters for?

R Rest

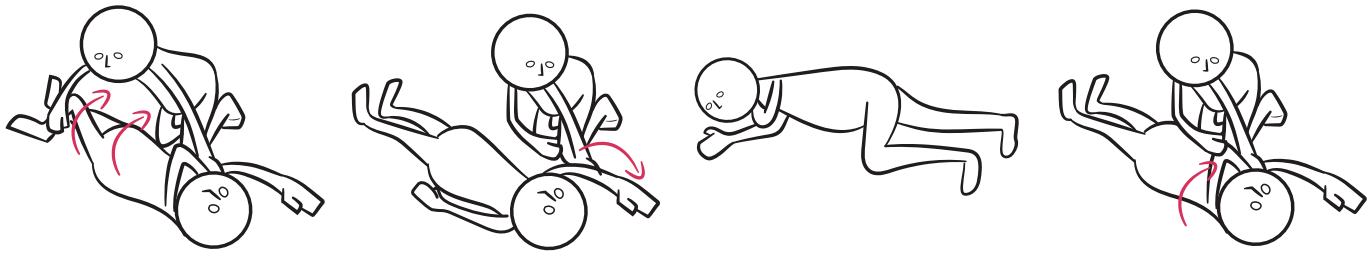
I Ice

C Compression

E Elevation

(2 marks)

5. Recovery position – put the pictures in the right order (1-4).



| | | | |
|---|---|---|---|
| 3 | 1 | 4 | 2 |

(1.5 marks)

# Assessment Memo: Physical activity, basic first aid & food hygiene

6. Food contamination – name at least four ways how food can get contaminated.
   - Dirty hands when preparing or eating food
   - Vegetables and fruits grown in contaminated soil
   - Food washed in contaminated water
   - Uncovered food (flies can contaminate it)
   - Dirty kitchen or utensils
   - Food from sick animals
   - Dirty habits while cooking

(2 marks)

7. Food storage. True or False?

| | | |
|---|---|---|
| Store raw food together with prepared food. | ☐ True | ☒ False |
| Don't eat food when in doubt. | ☒ True | ☐ False |
| Cover leftovers to keep out flies. | ☒ True | ☐ False |
| Keep food as hot as possible. | ☐ True | ☒ False |
| Raw meat and vegetables are more likely to be contaminated than other food. | ☒ True | ☐ False |

(2.5 marks)

8. Food preparation. True or False?

| | | |
|---|---|---|
| Use dirty water for preparing food. | ☐ True | ☒ False |
| Cook your food with clean hands. | ☒ True | ☐ False |
| Check the sell-by date on food you buy. | ☒ True | ☐ False |
| Cook food properly before eating to kill the germs. | ☒ True | ☐ False |
| You don't need to wash your plates after a meal. | ☐ True | ☒ False |

(2.5 marks)

Scale of achievement: Grading

| Description of competence | Percentage | Final mark |
|---|---|---|
| Outstanding achievement | 80-100 | 7 |
| Meritorious achievement | 70-79 | 6 |
| Substantial achievement | 60-69 | 5 |
| Adequate achievement | 50-59 | 4 |
| Moderate achievement | 40-49 | 3 |
| Elementary achievement | 30-39 | 2 |
| Not achieved | 0-29 | 1 |

# Food hygiene: safe and harmful ingredients

Nutrition: Intermediate phase

## Materials

- Food Hygiene: Safe and Harmful Ingredients Poster
- Board and Board Markers
- Popular beverage or snack (for the ice-breaker)
- Handout 6.4.1
- Cereal boxes (ask the learners to help you collect boxes over a time) or
- Printed nutritional information of different cereals
- Learners favourite snack wrapper or packaging (ask the learner to bring this to class)
- Handout 6.4.2
- Worksheet 6.4.3
- Crayons or Pencils

## Aim

- Define 'nutrients'.
- Understand carbohydrates, proteins and fats.
- Become familiar with ingredients such as sugar and sodium.
- List three types of food additives and identify their functions.
- Understand what processed foods are.

## Introduction

Introduction
Time: ~ 3 min

Welcome the learners, introduce the daily topic and summarise the planned lesson.

### Ice breaker

Show the class a popular snack food or beverage that is still in its packaging. Ask the class what they think is in it. Read out some of the ingredients from the food label. Ask the learners if any of the terms are recognisable to them. Point out that we do not always know what is in the food we eat.

## Group discussion

Introduction
Time: ~ 15 min

Ask the learners: 'Does anyone know what nutrients are? What are carbohydrates? Proteins? Fats?'

**Possible answers:**

- Foods are made up of different nutrients. Nutrients help our bodies to stay healthy and function as it should.
- Carbohydrates are the body's main source of energy. Examples are bread, rice and potato.
- Proteins are the building blocks of the body. They are important for growth and repair (healing). Proteins also help build muscle, keep the organs strong and fight off disease. Examples include meat, fish, chicken, eggs, beans, lentils, milk, amasi, yoghurt and cheese.
- Fats are a concentrated source of energy. Fats are also important for growth and development. We do not need large amounts of fat to meet our nutrient requirements. Large amounts of unhealthy fats can lead to illness. Examples of healthy fats are avocado, canola oil and peanut butter.

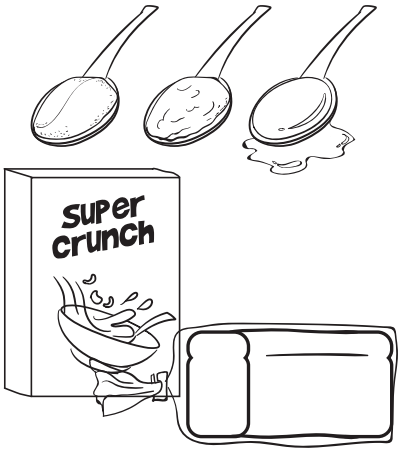
The teacher should write the following on the board:
Nutrients:
Carbohydrates (bread, rice and potato) → Ready to use energy
Proteins (meat, eggs and milk) → Growth and repair (healing)
Fats (canola oil and avocado) → Concentrated source of energy, growth and development

# Group discussion

Continued

**Teacher's top tip:** The teacher must explain to the class, as a rule, that the margarine in the tub (soft tub margarine) is healthier than the brick (hard) margarines. Oils such as canola and sunflower oils are a better choice than margarines. Point out that not all fats are 'unhealthy'. We need healthy fats in our diet, however a little goes a long way.

Ask the learners: 'What is sugar? Are foods high in sugar healthy? What happens if we include large amounts of sugary foods in our diet?'




**Possible answers:**

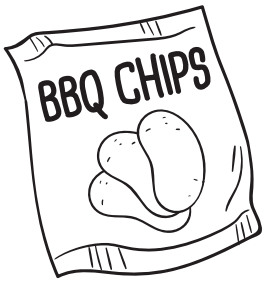
- Sugar is a sweet substance that is used to sweeten many foods and drinks. There are many types of sugar found in the processed foods we eat.
- Processed foods are foods that have been changed or processed before it is sold. A large amount of the food we eat is processed for example bread, cereals, polony, pasta, rice, beef burgers Etc.
- We should limit the amount of sugar we eat. Too much sugar in our diet can lead to harmful conditions such as obesity, tooth decay and heart disease.
- There are many hidden sugars in the processed food that we eat. We also add extra sugar to our foods (e.g. sugar in tea or with cereal).

Ask the learners: 'What is sodium? What are some of the possible health effects of a high sodium diet?'

**Possible answers:**

- Sodium is salt.
- Processed foods are often high in sodium.
- Although the body does need a small amount of salt, too much salt can lead to high blood pressure, heart disease and stroke.

Food additives are added to foods and drinks during processing. Some of the additives include flavourants, colourants and preservatives.




Write the words 'Additives' 'Flavourants', 'Colourants' and 'Preservatives'.
The teacher must explain to the learners that manufacturers put many ingredients into the foods for many different reasons. Some of these ingredients can be unhealthy if we eat too much of them.
Preservatives make food last longer. Therefore, some food can last for many weeks or even months e.g. tinned food, cereals etc.
Flavourants add taste to the food and this makes people want more of the product e.g. BBQ flavoured chips (crisps).
Colourants add colours to food e.g. brightly coloured sweets or soft drinks. By law, additives need to be labelled clearly on food as certain additives may not be tolerated by certain people.

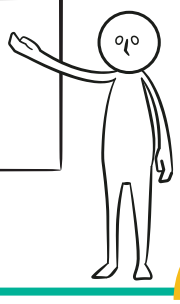
**Teacher's top tip:** explain to the learners that a lot of the time we may be unaware that the foods we eat contain these ingredients. Therefore, fresh, unprocessed foods such as fruits and vegetables or unprocessed proteins such as fish, chicken, beans and lentils are the healthier choice. We should try to include unprocessed foods in our diets often.

# Find the hidden sugar

Main part
Time: ~ 15 min

Distribute handout 6.4.1. This handout lists the different names of added sugars found in foods. There are many different types of sugar found in the processed foods we eat. These sugars have many different names. Instruct the learners to work in pairs and ask them to identify whether the cereal contains any hidden sugars. Together as a class decide which cereals are healthier choices than others.

| LESS SUGAR | MORE SUGAR |
|---|---|
| BRAN | CHOCCO BITS |
| WHEATFIX | SUPER CRUNCH |
| G'MORNING GRAINS | HONEY CUBES |



The teacher should draw two columns on the board with the headings 'less sugar' and 'more sugar'. Ask the learners to call out which column they think their cereal belongs to.

## Activity

Main part
Time: ~ 5 min

Review what you know about food additives

Direct the learners to complete Worksheet 6.4.3. This worksheet instructs the learners to fill in the blanks (missing words). They should refer to Handout 6.4.2. for the answers.

## Summary

Wrap up
Time: ~ 2 min

Ask the learners what they have learned today. Create a discussion about the topic that processed foods contain many hidden ingredients. Some of these ingredients, such as sugar and salt, are unhealthy for us in large quantities. Instruct the learners that when they have a choice between processed or fresh foods, fresh foods is the better option.

# Types of sugar in foods

Handout 6.4.1

**Sugar**

**Dextrose**

**Brown sugar**

**Corn sweetener**

**High fructose corn syrup**

**Invert sugar**

**Maltose**

**Honey**

**Molasses**

**Cane sugar**

**Fructose**

**Glucose**

**Raw sugar**

**Sucrose**

**Corn syrup**

**Corn sweetener**

# Food additive fact sheet

Handout 6.4.2

**What are additives?**

Food additives are chemicals found in a lot of the processed foods and drinks. Some of the commonly used food additives are preservatives, colourants and flavourants. You can identify the additives in the food by their name or E-number.

**Preservatives**

Preservatives prevent food from becoming mouldy or stale. They preserve the shelf life of food (makes the food last longer). Some of the common preservatives in foods are listed below:

- **Sulphites**

  Examples: sodium sulphites, sulphur dioxide and potassium sulphite

  Functions: prevent browning, prevent bacterial growth and food spoilage, improve textures and bleach certain foods

- **Benzoates and parabens**

  Examples: sodium benzoate, benzoic acid and butylparaben

  Functions: prevent microbial spoilage (fungi, bacteria and yeasts)

- **Nitrates**

  Examples: Sodium nitrite and sodium nitrate

  Functions: preserves (cures) meats and dyes meat red

**Colourants**

Colourants adds colour to food (often bright colours). Manufacturers use colourants to make their products more appealing to customers (especially children)

Examples: tartrazine, sunset yellow and allura red

**Flavourants**

Flavourants add flavour and aroma to food. Some flavourants occur naturally e.g. herbs or spices. Artificial flavourants are created artificially using chemicals.

Examples: monosodium glutamate and adipic acid

# Safe and harmful ingredients

Worksheet 6.4.3

First and last name: _____

Date: _____

Class: _____

Review what you know about food additives.

Use the word bank to fill in the blank spaces in the sentences below.

Word bank:

food additives | flavour | preservatives | sulphites | aroma

monosodium glutamate | manufacturers | nitrates | colourants

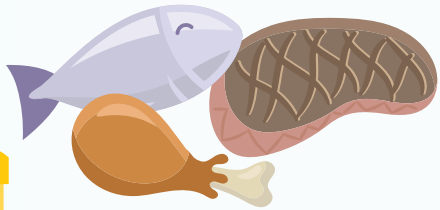
1. _____ are used to preserve (cure) meats.
2. Flavourants add _____ and _____ to foods.
3. _____ prevents food from becoming brown and prevents food spoilage.
4. _____ are chemicals found in processed foods. Examples of these chemicals include preservatives, flavourants and colourants.
5. _____ use _____ to make their products more appealing to customers (especially children).
6. _____ is an example of a food flavourant.
7. _____ preserves the shelf life of food and makes the food last longer.

KaziKidz
Teaching Material for Schoolchildren

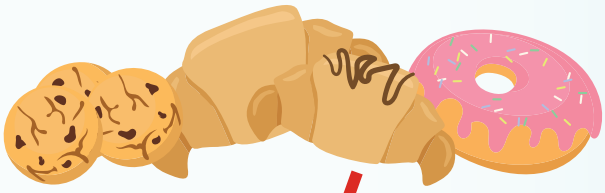
# EAT AS NATURE INTENDED

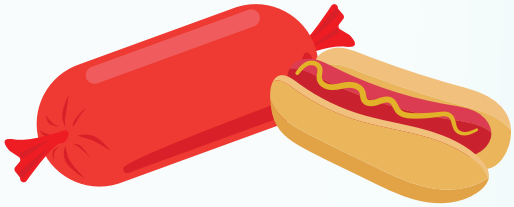
Fresh and unprocessed foods are packed full of nutrients.
Choose fresh foods as often as possible. Enjoy food as nature intended.

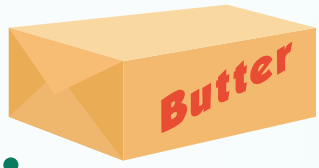
## Choose fresh more often



## Choose processed less often







# Reading labels

Nutrition: Intermediate phase

## Materials

- Board and board markers
- Printed copies of food Label (which includes nutritional information and ingredients listed)
- Worksheet 6.5.1
- Cardboard (1 large sheet for each group)
- Food/snack/beverage in it's packaging with nutritional label information (the learners can bring their own – have a few extras in case a learner forgets)
- Crayons or Pencils

## Aim

- Understand how to read or understand a food label.
- Identify healthier food choices based on the information on the food label.
- Recognise that fresh, unprocessed foods are often the healthier choice.

## Introduction

Introduction
Time: ~ 3 min

Welcome the learners, introduce the daily topic and summarise the planned lesson.

**Link with previous lesson:** As the teacher did the previous lesson, hold up a snack or beverage item. Ask the learners, based on the previous lesson, what they think the ingredients in the product are? Remind the learners that we often do not know what is in the food we eat. Link this discussion with the group discussion below.

## Group discussion

Introduction
Time: ~ 10 min

Ask the learners:
'We know that sometimes we are not sure of what ingredients are in the food we eat. Does anyone know where we can find this information?'
**Possible answers:**
- By reading the nutritional information label.

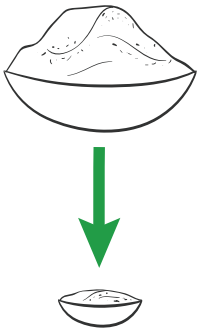
'Why do you think it is important for products to have nutritional information labels?'
**Possible answers:**
- For us to make educated decisions about the food that we eat.
- To allow us to make healthy decisions about the foods we buy.
- To allow people with allergies or food sensitivities to check whether the product is safe for them to eat.

Handout a printed copy of a food label to each learner. Discuss what information is included and what the information means. Highlight a few key points:

**WHITE BREAD**
**TYPICAL NUTRITIONAL INFORMATION**
Serving size: 2 slices (80g)

| NUTRIENTS | | Per 100 g | Per serving |
|---|---|---|---|
| Energy | (kJ) | 992 | 793 |
| Protein | (g) | 10.5 | 8.4 |
| Glycaemic Carbohydrate | (g) | 38 | 31 |
| of which total sugar | (g) | 3.1 | 2.5 |
| Total Fat | (g) | 3.1 | 2.4 |
| of which saturated fat | (g) | 1.3 | 1.1 |
| of which trans fat | (g) | <0.1 | <0.1 |
| of which monounsaturated fat | (g) | 0.8 | 0.7 |
| of which polyunsaturated fat | (g) | 0.9 | 0.8 |
| Cholesterol | (mg) | <3 | <3 |
| Dietary Fibre# | (g) | 6.3 | 5.1 |
| Total Sodium | (mg) | 378 | 302 |
| **VITAMINS** | | | |
| Vitamin A (Retinol) | (ug) | 169 | 135 |
| Vitamin D (Cholecaiciferol) | (ug) | 3 | 2 |
| Vitamin K | (ug) | 23 | 18 |
| **MINERALS** | | | |
| Calcium | (mg) | 243.8 | 195 |
| Iron | (mg) | 3.4 | 2.7 |
| Selenium | (ug) | 10 | 8 |
| Zinc | (mg) | 2.1 | 1.7 |
| **GI** | | | |
| Glycaemic Index (GI) | | ≤ 55 | - |
| Glycaemic Load (GL) | | - | 16 |

- The recommended serving size: this is usually the recommended amount or quantity that the manufacturer recommends you eat at one time. The recommended serving size is the amount that is used to calculate the nutritional information. For example, if the recommended serving size is 30g of cereal and you have 60 g of cereal, you would double the nutritional information on the label to calculate your portion's nutritional content. The nutritional information table also usually shows values for the amount of nutrients contained in 100 grams (g) or 100 millilitres (ml) of the product.



- The nutritional information table: this table gives the amount or quantity of energy, carbohydrate, fats, proteins, sugar, fibre, sodium and vitamins and/or minerals found in the food. This information can be useful, especially if you are trying to limit a certain type of ingredient. For example, you can check the sugar content if you are following a low sugar diet.

# Group discussion

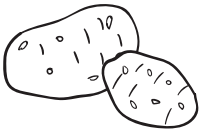
Continued

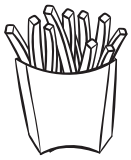
- The list of ingredients: the ingredients are listed in decreasing weight. This means that the ingredients with the largest amounts must be listed first and the ingredients in the smallest quantity appear at the end of the list. For example, if sugar is one of the first ingredients on the list, you can assume the product is high in sugar.

INGREDIENTS: WHOLE WHEAT FLOUR, WATER, WHEAT GLUTEN, HIGH FRUCTOSE CORN SYRUP, HONEY, MOLASSES, YEAST. CONTAINS 2% OR LESS OF: WHEAT BRAN, SOYBEAN OIL, SALT, CALCIUM SULFATE, DOUGH CONDITIONERS (SODIUM STEAROYL LACTYLATE, ETHOXYLATED MONO AND DIGLYCERIDES, CALCIUM DIOXIDE AND/OR AZODICARBONAMIDE), SOY FLOUR, YEAST NUTRIENTS (AMMONIUM CHLORIDE, AMMONIUM SULFATE AND/OR MONOCALCIUM PHOSPHATE), VINEGAR, CALCIUM PROPIONATE (TO RETAIN FRESHNESS), WHEY, SOY LECITHIN. CONTAINS WHEAT, MILK AND SOYBEANS.

**Teacher's top tip:** Try to link the previous lesson's topic by reminding the learners about food additives. Point out any additives (especially E-numbers) and remind the learners that food additives are sometimes represented as E-numbers. Also, remind the learners that products that are high in salt and sugar may not always be the healthier choice.

Create a discussion about the following topic: Ask the class: 'Do chips (French fries) grow from the ground? Do fisherman catch fish fingers from the sea?'





Explain to the learners that, generally, the fewer steps between the food's natural or original form and the way it appears on your plate, the healthier the food may be for you (e.g. fresh vegetables are healthier than tinned vegetables). Most of the food we eat is processed (manufactured in a factory). Foods often get an unhealthy makeover during processing and chemicals such as food additives, sugar and salt are added to the food.

Companies also create attractive packaging for the food items, using emotive, descriptive words to attract the customer to purchase the food. Companies also create effective marketing tools such as advertising their products on television or magazines.

By reading and understanding the food label and ingredient list of foods, we can become wise about the foods we eat. We can make healthier choices more often.

# Nutrition fact finder

Main part
Time: ~ 10 min

Divide the class into pairs. Give each pair 2 food labels to examine. Ask the learners to complete Worksheet 6.5.1 for each product. This worksheet instructs the learners to write down the nutritional information of the products and decide if they think the product is healthy or not. The learners must explain their response.

**Teacher's top tip:** Ask the learners if there are any difficult words in the ingredient lists. Explain that food additives often have complicated names. As a rule, the less additives the product contains, the product is less processed.

**Teacher' top tip:** Ask the learners why they think certain foods (such as beverages and sweets) are brightly coloured and other naturally occurring fruits are also brightly coloured? Ask the learners what they think the difference between the two is? Also ask why they think manufacturers dye their products bright colours? Naturally occurring, brightly coloured fruit and vegetables are usually packed full of nutrients and are very healthy. However, this is usually not the case with processed foods. Manufacturers dye their products bright colours to make their products more appealing to customers and eye-catching (especially to learners).

# Food developer

Main part
Time: ~ 15 min

Divide the learners into groups. Explain to the learners that they must pretend that they work for a food company as a food (product developer). They need to create a new healthy food or product.

The learners should create a poster detailing the following information about their products:

- Product name
- Description of the product
- A few key features to motivate the product to potential customers
- The ingredient list of the product
- An example of the packaging or design of the product

The groups can present their products to the class. The posters can be displayed in the classroom.

# Summary

Wrap up
Time: ~ 2 min

Ask the learners what they have learnt today. Try to create an open discussion with the learners about making informed food choices. Once again, highlight that fresh, unprocessed foods are the healthier choice.

# Nutrition fact finder

Worksheet 6.5.1

First and last name: _____

Date: _____

Class: _____

Answer the following questions about your product:

1. Why do you think a customer would buy this product? What makes the product appealing to the customer?

_____

_____

_____

_____

_____

2. Do you think any food additives (flavourants, colourants or preservatives) have been added to the product? If so, why?

_____

_____

_____

_____

_____

3. What are the first three ingredients listed? Are there any complicated or difficult words on the packaging that you cannot pronounce?

_____

_____

_____

_____

_____

# Nutrition fact finder

Worksheet 6.5.1

4. Is this product high in sugar, fat or salt? Explain your answer?

5. What is the recommended portion size for the product? If you had to eat this product, would this be a suitable portion for you? Or would you eat less or more of the product at one time?

6. Is this product a healthy choice? Explain your answer.

7. If your answer to the above question is no, what would you recommend as a healthy alternative?

KaziKidz
Teaching Material for Schoolchildren

# KNOW THE NUTRITION FACTS

**What's really in your food? Do you know what you are eating? Learning how to read food labels can help you make healthier choices!**

## Portion/Serving size

The Nutritional Information is based on one portion or serving size. Look at the serving size and how much of the product you should eat at one time. If you double the servings you eat, you need to double the nutritional information too.

## Ingredient list

The ingredients are listed in decreasing weight. This means that the ingredients present in the largest amounts must be listed first. For example, if you see sugar near the top of the list, you know that it is one of the main ingredient in the product.

**NUTRITIONAL INFORMATION**

**Amount Per Serving**

| | | | |
|---|---|---|---|
| Calories | 240 | Vitamin A 100% | Vitamin C 100% |
| Calories from Fat | 108 | Calcium 20% | Iron 100% |
| | % Daily Value* | Thiamin (B1) 100% | |
| Total Fat 12g | 18% | Riboflavin (B2) 100% | |
| Saturated Fat 3g | 15% | Niacin 100% | |
| Cholesterol 3mg | 1% | Vitamin E 100% | Vitamin D 100% |
| Sodium 140mg | 6% | Pyridoxine HCL (B6) 100% | |
| Total Carbohydrates 30g | 10% | Folic Acid 100% | |
| Dietary Fibre 0g | 0% | Vitamin B12 100% | Phosphorous 10% |
| Sugars 12g | | Iodine 100% | |
| Protein 4g | | Pantothenic Acid (B5) 100% | |
| | | Zinc 100% | Manganese 100% |

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

| | | | |
|---|---|---|---|
| Total Fat | Calories | 2,000 | 2,500 |
| Sat.Fat | Less than | 65g | 80g |
| Cholesterol | Less than | 20g | 25g |
| Sodium | Less than | 300mg | 300mg |
| Total Carbohydrate | Less than | 2,400mg | 2,400mg |
| Dietary Fibre | | 300g | 375g |
| Calories per gram: | | 25g | 30g |
| Fat 9 | Carbohydrate 4 | | Protein 4 |

**INGREDIENTS**

Non-fat Dry Milk Solids, Sucrose, Vegetable Oils (including Sunflower and/or Safflower Oil), Calcium Phosphate, Ascorbic Acid, Vitamin E Acetate, Niacinamide, Ferrous Fumarate, Zinc Gluconate, Natural and Artificial Flavours, Calcium Pantothenate, Potassium Pyridoxine Hydrochloride, Riboflavin, Thiamin Hydrochloride, Vitamin A Palmitate, Vitamin D3, Folic Acid, Potassium Iodid, Cyanocobalamin.

## Nutritional information

This table provides the amount or quantity of energy, carbohydrate, fats, proteins, sugar, fibre, sodium and vitamins and/or minerals found in the food. This information can be useful, especially if you are trying to limit a certain type of ingredient. For example, you can check the sugar content if you are following a low sugar diet.

# Safe food preparation and storage

Nutrition: Intermediate phase

## Materials

- Safe Food Preparation and Storage Poster
- Board and board markers
- Handout 6.6.3.
- Paint (non-toxic), preferably red
- Bowl to mix paint in
- Bowl to place the 'food items' in
- Water
- Suitable items to represent food
- Cutting board
- Butter (not sharp) knife
- Worksheet 6.6.2
- Pencils, crayons or pens

## Aim

- Define 'food borne illness', 'microorganisms' and 'cross-contamination'.
- Identify that improper handling of food may lead to illness.
- Understand the role of microbes and the conditions necessary for their growth.
- Identify plans to prevent microbial growth.
- Identify suitable storage methods of food.
- Define 'cross-contamination' and how to prevent it.

## Introduction

Introduction
Time: ~ 3 min

Welcome the learners, introduce the daily topic and outline the planned lesson.

### Ice breaker

The teacher should hold out his/her hand. Ask the learners if they look clean? Ask the learners to hold out their hands and ask them if they think their hands are clean? Ask the learners whether they think there are any bacteria on their hands? It may be a surprise to know that there are on average about 1500 bacteria on every square meter of the skin! That's a lot of bacteria that we can't even see.

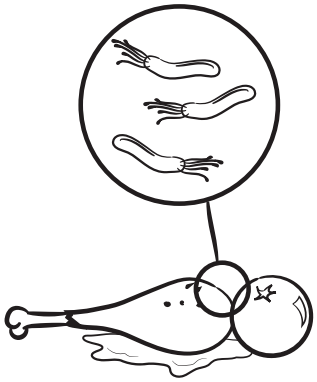
## Group discussion

Introduction
Time: ~ 10 min

Ask the learners: 'What is food poisoning? Has anyone ever become ill after eating food? How does a previously safe food become unsafe to eat?'

**Possible answers:**

- Food poisoning is an illness caused by bacteria or other harmful substances on food. When unsafe foods cause illness, we call this a food borne illness.
- Food borne illness or disease is cause by eating food that is infected by bacteria or other unsafe microorganisms.
- Microorganisms are tiny bacteria, viruses or fungi that we cannot see with the naked eye.
- Some microorganisms cause illness and disease.
- If we do not treat food in a safe manner or if food becomes old, bad microorganisms (especially bacteria) grow on the food and it becomes unsafe to eat.



Write the words 'food borne illness' and 'microorganisms' on the board.

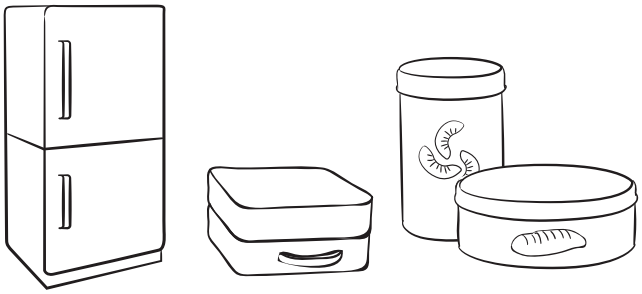
**Teacher's top tip:** Explain to the learners that micro means very small and organism means a living creature. Just as we are organisms (alive), so are microorganisms. They are just too small to see.

**Teacher's top tip:** Explain to the learners that not all microorganisms are bad. Everything around us, including our bodies, are covered in millions of bacteria. These bacteria are harmless. However, there is disease causing bacteria too. We need to treat food in a safe way to prevent the disease-causing bacteria from reaching and spreading on the food we eat.

# Group discussion

Continued

Ask the learners: 'Now that we know that disease causing microorganisms (and especially bacteria) can cause our food to become unsafe to eat. Can anyone name a way that we can keep food safe in his/her home?'



**Possible answers:**

- There are many answers to this. The aim of the question is to allow the learners to think of their own home environments and begin to think of food safety in a practical way. Accept all appropriate responses and create an open discussion around the topic.

Tell the learners that to keep food safe, we need to prevent bad bacteria from growing or spreading on our food. Bacteria are not that different from humans. Just as we need things like food, water and certain temperatures to survive and thrive, so do bacteria.

Touch on the main points of Handout 6.6.1. with the learners. Explain to the learners that if we can prevent bacteria from growing and thriving, we can keep our foods safe.

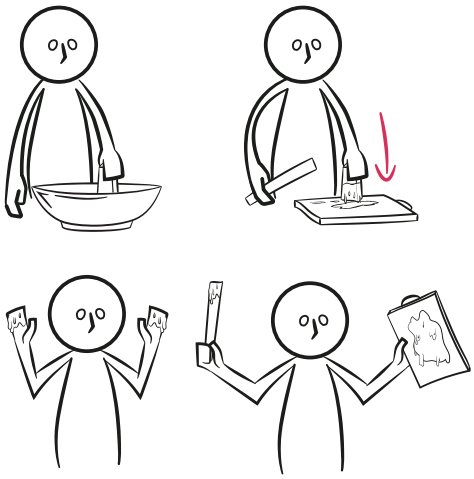
# Cross-contamination demonstration

Main part
Time: ~ 15 min

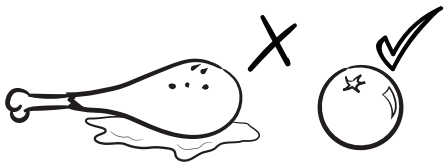
The aim of this activity is to show the learners how bacteria are spread in the kitchen.

Firstly, the teacher must ask the learners if they would eat raw chicken. Ask the learners why they would not eat raw chicken. Explain that chicken is a high-risk protein food that contains unsafe (disease causing) bacteria. If we eat raw chicken, we may become very ill. Then, ask the learners if they would eat a raw tomato? Explain to the class, generally, raw tomatoes are safe to eat as they are not a high-risk food. Finally, ask the learners if the tomato is still safe to eat if the raw chicken touched the tomato? The tomato may be unsafe to eat as the unsafe bacteria could have moved from the raw chicken onto the tomato. This is called cross-contamination.

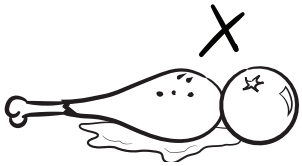
## How to demonstrate



Put paint into a bowl and add a little water to the paint (water down the paint slightly). Hold up one of the items you have chosen to represent food. Explain to the learners that this is 'raw chicken'. Tell the learners that the paint represents the disease-causing bacteria. Dip the 'raw chicken' into the paint and place it on a cutting board. Explain to the learners that you are cutting up the raw chicken for a delicious chicken stew. Put the raw chicken in the bowl. Hold up your hands to the class to show that the bacteria have spread onto your hands. Hold up the cutting board and knife to show the 'bacteria'.



Next, explain to the learners that you are going to make a fresh salad to accompany the chicken stew. Pick up the second item and explain to the class that this it is a fresh, juicy tomato. Pretend to cut up the 'tomato' on the cutting board. Hold up the 'tomato' to the class and explain to the class that the dangerous bacteria are now on the tomato. Explain that your hands, the knife and the cutting board spread the germs from the raw chicken to the tomato. The tomato was previously safe to eat but now it may cause you to become sick as it came into contact with dangerous bacteria.



Ask the class what you could have done to prevent cross-contamination?

**Possible answers:**

- Washed hands between tasks.
- Used a different cutting board and knife.
- Washed the cutting board and knife between tasks (with hot, soapy water).

# Cross-contamination demonstration

Continued

Create a discussion on how cross-contamination occurs at home and how it can be prevented. Otherwise, learners can work in pairs/groups and brain storm ideas to prevent cross-contamination at home. These ideas can be presented to the class.

Some of the scenarios where cross-contamination can occur are listed below:

- Not washing hands before working with food.
- Working with food when you are sick.
- Cutting raw meat/chicken/fish on cutting board and not washing the board before cutting something else.
- Touching raw meat/chicken/fish and not washing hands before touching other food.
- Using the same plate/bowl for cooked meat as used for raw meat (this could easily happen at a braai for example).
- Not washing hands after sneezing or blowing nose.
- Storing fresh fruits/vegetables or cooked foods near or below meat/chicken in the refrigerator (juices from raw meat can drip down on to other food).
- Preparing food with a cut on your hands.
- Using the same spoon to taste and stir food.
- Drying dishes with a kitchen towel.
- Pets licking dishes.

# Conditions in which bacteria grow

Main part
Time: ~ 10 min

Instruct the learners to complete worksheet 6.6.2 by matching the boxes.

The aim of this worksheet is for learners to begin to think about practical ways to prevent bacterial growth.

# Summary

Wrap up
Time: ~ 2 min

Ask the learners what they have learnt today. Highlight that food safety is a serious issue. Food borne illness can lead to serious disease and even death. Small things we do can have serious consequences. Remind the learners that sometimes a food seems safe to eat but it may not be. End the session by motivating the learners to follow safe food handling practices at home.

# Conditions necessary for bacteria growth

Handout 6.6.1

### Food

Just as we do, bacteria need food to grow and multiply. High protein foods such as as meat, poultry, dairy products and eggs have a high risk of growing bacteria.

### Water (moisture)

Bacteria need water to grow and multiply. To help limit bacterial growth, we can limit the amount of water available to bacteria. Foods such as dried fruits and biltong are dehydrated to remove the water. Cereals, uncooked pasta shells and uncooked rice are examples of foods that have very little water available to the bacteria. Therefore, these foods have a longer shelf life and do not need to be stored in the refrigerator. Other foods, such as jams, or pickled products have large amounts of sugar or salt added to them. The water combines with the sugar or salt and becomes unavailable to the bacteria. However, these products do require refrigeration once they have been opened.

### Temperature

Just as we cannot handle very hot or cold temperatures, bacteria need a warm environment in which to grow. Bacteria grow best at temperatures between 6°C - 65°C. We call this the temperature danger zone. We can control bacterial growth by keeping our foods out of this temperature danger zone. Storing food in the fridge or freezer slows down (fridge) or stops (freezer) bacterial growth. Bacteria still can grow slowly in the fridge. So, leftover food should not be stored for longer than 2 to 3 days in the fridge. Cooking foods at high temperatures kill the bacteria. We should make sure that we cook our food thoroughly.

### Time

Bacteria need time to grow. When foods are kept in the temperature danger zone, bacteria numbers can double every 20 minutes. Keeping cooked or risky foods at room temperature may be dangerous. Hot foods should be kept hot, and cold foods should be kept cold.

### Acidic Foods

Bacteria don't grow very well in acidic foods. Bacteria typically do not grow in alkaline food, such as crackers, or highly acidic food such as lemons.

# Prevent bacterial growth

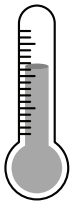
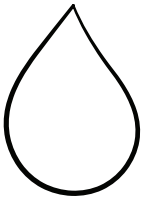
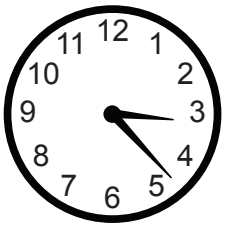
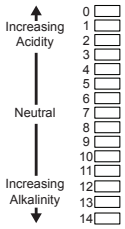
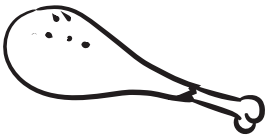
Worksheet 6.6.2

First and last name: _____

Date: _____

Class: _____

Bacteria needs a certain environment in which to grow. Our job is to prevent this environment. Show how you would do this by matching the boxes below.

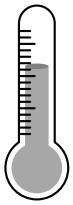
| ENVIRONMENT | | | PREVENTATIVE STRATEGY |
|---|---|---|---|
|  Temperature | ☐ | ☐ | **Left-over food should not be kept for longer than 2 to 3 days.** |
|  Water | ☐ | ☐ | **Citric acid is often used to preserve sweets and other foods** |
|  Time | ☐ | ☐ | **Cooked foods should kept in the danger zone. Hot foods should be kept hot. Cold foods should be kept cold.** |
|  Acidity | ☐ | ☐ | **High risk foods should be stored correctly and cooked thoroughly. We should be extra cautious with these foods.** |
|  High protein foods | ☐ | ☐ | **Certain risky foods with a high moisture content should be stored in the fridge or freezer e.g. cheese, meat, chicken, fish, cut fruits and vegetables.** |

# Prevent bacterial growth

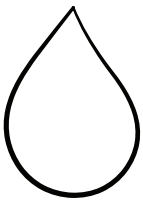
Worksheet 6.6.2 (Memo)

Bacteria needs a certain environment in which to grow. Our job is to prevent this environment. Show how you would do this by matching the boxes below.

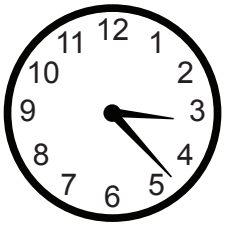
**ENVIRONMENT**



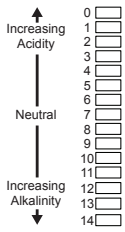
**Temperature**



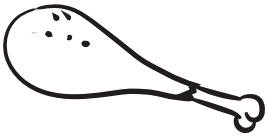
**Water**




**Time**




**Acidity**



**High protein foods**

**PREVENTATIVE STRATEGY**

**Left-over food should not be kept for longer than 2 to 3 days.**

**Citric acid is often used to preserve sweets and other foods**

**Cooked foods should kept in the danger zone. Hot foods should be kept hot. Cold foods should be kept cold.**

**High risk foods should be stored correctly and cooked thoroughly. We should be extra cautious with these foods.**

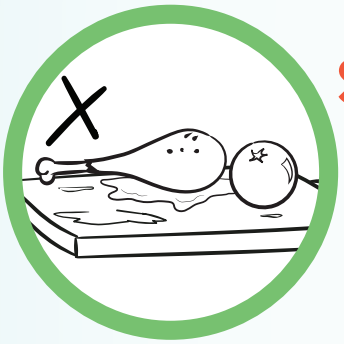
**Certain risky foods with a high moisture content should be stored in the fridge or freezer e.g. cheese, meat, chicken, fish, cut fruits and vegetables.**

KaziKidz
Teaching Material for Schoolchildren

# SAFE FOOD PREPARATION & STORAGE

## Clean as you go

- ✓ Wash your hands before touching food
- ✓ Remember to wash your hands often while preparing food
- ✓ Keep kitchen surfaces and utensils clean
- ✓ Keep the kitchen free from insects and pests

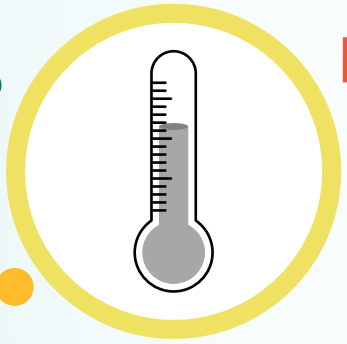


## Separate raw and cooked

- ✓ Separate raw meat, chicken and fish from other foods
- ✓ Use separate cutting boards, utensils and other equipment for raw foods
- ✓ Store foods in containers to separate raw foods from cooked foods to prevent cross-contamination

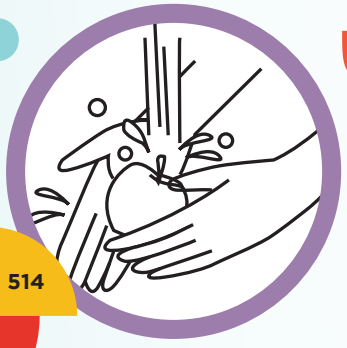
## Cook thoroughly

- ✓ Ensure your meat, chicken and fish are cooked thoroughly
- ✓ Allow dishes such as soups and stews to boil to make sure the food reaches 70°C
- ✓ Juices from meat and poultry should be clear and not pink
- ✓ Make sure to reheat leftovers thoroughly



## Keep food at safe temperatures

- ✓ Do not keep cooked food at room temperature for longer than 2 hours
- ✓ Keep hot food hot and cold food cold
- ✓ Do not keep food too long, even when stored in the refrigerator
- ✓ Do not defrost food at room temperature or in water



## Use safe water and raw materials

- ✓ Use water from a safe source or treat it to make it safe
- ✓ Choose fresh foods
- ✓ Choose products that have been processed for your safety e.g. pasteurized milk
- ✓ Wash fruit and vegetables well
- ✓ Do not consume expired foods and beverages

# Assessment: Nutrition

First and last name: _____

Date: _____

Class: _____ Mark: _____

1. Find the hidden words using the clues provided.

| | | | | | |
|---|---|---|---|---|---|
| B | U | R | P | L | T |
| S | B | R | E | A | D |
| B | A | I | A | B | S |
| O | C | S | N | E | A |
| P | T | K | U | L | L |
| T | E | M | T | S | T |
| F | R | I | D | G | E |
| I | I | L | U | O | V |
| S | A | K | R | F | W |
| H | A | N | D | S | Z |
| C | A | N | O | L | A |

1. This microorganism causes food to become unsafe and can cause food-borne illness.
2. Choose the brown or whole-wheat version of this carbohydrate food for a delicious sandwich.
3. This high protein food is found in the oceans and rivers.
4. A useful source of information that helps us make informed decisions about the we eat.
5. Wash your _____ before touching food.
6. It is important to cook high _____ foods well. Example of these foods include chicken and pork.
7. We use this household appliance to keep food chilled.
8. This allergenic nut makes a delicious, healthy butter that can be enjoyed on toast.
9. Eating too many foods high in this food additive can cause high blood pressure, heart disease and stroke.
10. This oil is an example of a healthy fat and a concentrated source of energy.

(10 marks)



KaziKidz Intermediate/Senior Phase Teaching Material

# Assessment: Nutrition

2. Using words from the word bank, fill in the missing words below.

   Word Bank:

   Fridge Serving Additives Raw Hot

   1. Separate _____ and cooked foods.
   2. Keep cold food cold and hot food _____.
   3. Milk, yoghurt and cheese should be stored in the _____.
   4. The recommended _____ size is the amount of food the manufacturer recommends you at eat one time.
   5. Food _____ are added to some processed foods.

(5 marks)

3. Name 2 reasons why it is important to read food labels.

   1. _____
   2. _____

(2 marks)

4. Name 3 types of food additives.

   1. _____
   2. _____
   3. _____

(3 marks)

| Description of competence | Percentage | Final mark |
|---|---|---|
| Outstanding achievement | 80-100 | 7 |
| Meritorious achievement | 70-79 | 6 |
| Substantial achievement | 60-69 | 5 |
| Adequate achievement | 50-59 | 4 |
| Moderate achievement | 40-49 | 3 |
| Elementary achievement | 30-39 | 2 |
| Not achieved | 0-29 | 1 |

# Assessment Memo: Nutrition

1. Find the hidden words using the clues provided.

| | | | | | |
|---|---|---|---|---|---|
| B | U | R | P | L | T |
| S | B | R | E | A | D |
| B | A | I | A | B | S |
| O | C | S | N | E | A |
| P | T | K | U | L | L |
| T | E | M | T | S | T |
| F | R | I | D | G | E |
| I | I | L | U | O | V |
| S | A | K | R | F | W |
| H | A | N | D | S | Z |
| C | A | N | O | L | A |

1. This microorganism causes food to become unsafe and can cause food-borne illness.
2. Choose the brown or whole-wheat version of this carbohydrate food for a delicious sandwich.
3. This high protein food is found in the oceans and rivers.
4. A useful source of information that helps us make informed decisions about the we eat.
5. Wash your _____ before touching food.
6. It is important to cook high _____ foods well. Example of these foods include chicken and pork.
7. We use this household appliance to keep food chilled.
8. This allergenic nut makes a delicious, healthy butter that can be enjoyed on toast.
9. Eating too many foods high in this food additive can cause high blood pressure, heart disease and stroke.
10. This oil is an example of a healthy fat and a concentrated source of energy.

(10 marks)

# Assessment Memo: Nutrition

2. Using words from the word bank, fill in the missing words below.

   Word Bank:

   Fridge Serving Additives Raw Hot

   1. Separate raw and cooked foods.
   2. Keep cold food cold and hot food hot.
   3. Milk, yoghurt and cheese should be stored in the fridge.
   4. The recommended serving size is the amount of food the manufacturer recommends you at eat one time.
   5. Food additives are added to some processed foods.

(5 marks)

3. Name 2 reasons why it is important to read food labels.

   Answers: Refer to Nutrition, Grade 6, Lesson Plan 2.

(2 marks)

4. Name 3 types of food additives.

   1. Colourants
   2. Flavourants
   3. Preservatives

(3 marks)

# LESSON PLANS FOR Grade 7

Health & Hygiene and Nutrition

Physical Education

Moving to Music

KaziKidz

Teaching Material for Schoolchildren

# Lesson tracker

## Health, Hygiene and Nutrition - Grade 7

| This overview table should facilitate the tracking of the lessons and assessments. | | | | |
|---|---|---|---|---|
| **Component** | **Term** | **Lesson Number** | **Lesson Content** | **Date** |
| Health and Hygiene | | Lesson 1 | Substance abuse | |
| | | Lesson 2 | Healthy lifestyles - project | |
| | | Lesson 3 | Health and hygiene | |
| | | Assessment: Substance abuse | | |
| | | Assessment: Healthy lifestyle project | | |
| | | Assessment: Health and hygiene essay | | |
| Nutrition | | Lesson 4 | Factors that influence the diet | |
| | | Lesson 5 | Food habits of religious groups | |
| | | Lesson 6 | Abnormal dietary patterns | |
| | | Assessment: Nutrition | | |

# Substance abuse

Health and hygiene: Senior phase

## Materials

- Worksheet 7.1.1
- A3 paper

## Aim

- Learn difference between physical and mental addiction.
- Increase knowledge about different drugs and their effects on body and mind.

## Introduction

Introduction
Time: ~ 5 min

Welcome the learners and introduce the daily topic.

Write the word 'addiction' on the blackboard and ask the learners what they think of when they hear this word. Write all the mentioned words on the blackboard.

Ask the learners if they know a definition for 'addiction'.

**Addiction**
Somebody who uses drugs can become dependent on them, or addicted if he/she desires a drug all of the time. This means that the person's body or mind becomes so used to having this drug that he/she can't function well without it. Once someone is addicted, it's very hard to stop taking drugs.

Tell the *learners* that there are 2 types of addiction and write them on the blackboard so they can write it down in their textbooks.

**Physical addiction**
Physical addiction is when the body gets used to the effect of the drug and without the drug the body can't function properly. Once the body no longer has the substance in it, painful withdrawal symptoms begin. Unfortunately, the quickest way to get rid of the pain is to take more drugs.
Examples: Nicotine, alcohol

**Mental addiction**
Mental addiction is defined as a compulsion or supposed need to take the drug. Your body is not physically addicted but you think you need the drug to function properly.
Example: Marijuana

# Different substances and drugs

Main part
Time: ~ 20 min

## How to conduct

Instruct the learners to work in groups of 8. Every learner must get a sheet with one of the substances on it. Give the learners time to read through the drug information sheet. After a few minutes when they have finished reading, they will present 'their' drug to the other learners of the group.

Once the above is completed, discuss the following question with the learners:

- What do they all have in common?

Discuss the mentioned points.
Tell the learners that a lot more drug exists and every one of these drugs is harmful, illegal and dangerous.

# Designing a prevention poster

Main part
Time: ~ 10 min

## How to execute

Instruct the learners that in the middle of the poster they must write: 'SAY NO TO DRUGS', or 'GET HIGH ON GRADES, NOT ON DRUGS', or 'DRUGS AREN'T COOL, THEY MAKE YOU LOOK LIKE A FOOL'.
If they have other slogans or catchphrases, they are free to use it! The learners must be creative in designing the rest of the prevention poster.

At the end of the lesson, hang every poster on the blackboard and let the learners decide which one they preferred the most. Hang the one with the most votes on the wall.

# Summary

Wrap up
Time: ~ 5 min

Repeat of what you have learnt today.

**Notes:**
The other posters you can hang up in the school or give it back to the learners if they want to take it home.

## CRYSTAL METH

**Active substance**

Methamphetamine

**Appearance and consumption**

Crystal Meth was named of its form of a crystal. It can be sniffed through the nose, smoked or injected with a syringe.

**Common effects**

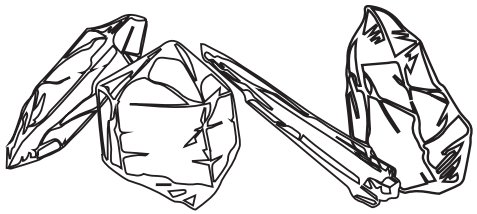
In smaller quantities:
- Heightened self-esteem, euphoria
- No hunger and no need to sleep
- Aggressiveness
- Stimulating and restlessness
- Reduced pain sensation

In larger quantities/with frequent use:
- Unconsciousness
- Circulatory failure
- Heart failure possible

Aftermath:
- Irritability
- Depressive mood
- Difficulty concentrating

**Long-term effects**

- Sleep disorders
- Weight loss physical decline
- Depression and psychosis
- Extremely nervousness
- Skin problems and dental damage
- Changes and damage in the brain







# Substance abuse

Handout 7.1.1

## TOBACCO

**Active substance**

Nicotine

**Appearance and consumption**

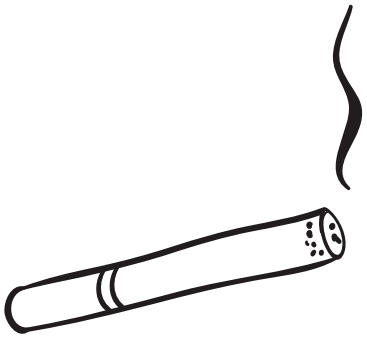
Tobacco is a product prepared from the leaves of the tobacco plant and is normally smoked as cigarettes.

**Common effects**

- Reduced appetite
- Coughing
- Bad smell in mouth
- Bad breath
- Smelly clothes
- Nausea

**Long-term effects**

- Yellow teeth and fingers
- Persistent coughing
- Lung cancer
- Loss of appetite
- Heart disease
- Impaired immune systems
- Shorter lifespan



# ALCOHOL

**Active substance**

Ethanol

**Appearance and consumption**

Beverages like beer, wine, drinks. Consumption depends on the dosage and frequency.

**Common effects**

In smaller quantities:
• Stimulating and relaxing

In larger quantities/frequent use:
• Disorders of the ability to think, speak and react
• Movement and balance disorders
• Memory lapses
• Lack of inhibition
• Aggressiveness

Overdose:
• Nausea and vomiting
• Cramps
• Unconsciousness

**Long-term effects**

• Stomach and liver problems
• High blood pressure
• Nerve damage
• Sleep disorders
• Depression
• Reduced mental capacity
• Delirium, dementia

# HEROIN

**Active substance**

Diacetylmorphine (opioid)

**Appearance and consumption**

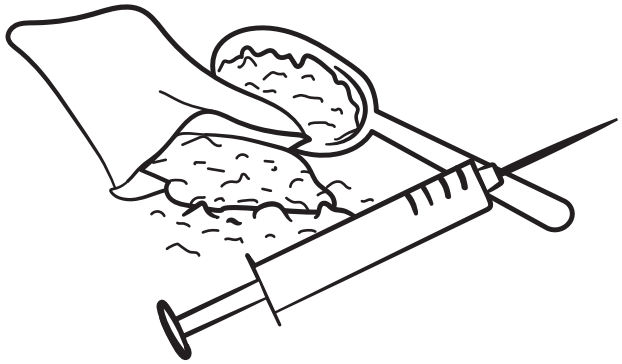
There are different ways that heroin is consumed. Heroin gets injected with a syringe, gets inhaled or sniffed through the nose.

**Common effects**

• Warmth, relaxation, tiredness and slowness
• Indifference
• Reduction of sensory feeling and reduction of pain feeling
• Slowing of breathing, overdose of respiratory paralysis and death

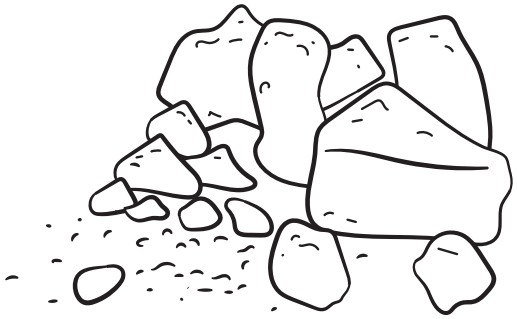
**Long-term effects**

• The development of tolerance soon requires a dose increase and rapidly leads to physical and psychological dependence
• 8 to 12 hours after the last dose withdrawal symptoms (sweats, tremors, irritability, restlessness, convulsions and insomnia)
• Confusion and disorientation



# CRACK

| | |
|---|---|
| **Active substance** | Cocaine |
| **Appearance and consumption** | Crack is made by cooking cocaine powder with baking soda, then breaking it into small pieces. It got its name because it 'crackles' when it is heated and smoked. Crack is smoked in a pipe. |
| **Common effects** | Similar effect to cocaine but much more intense and direct effect after use (10 seconds).<br><br>• Euphoria and energetic<br>• Higher attention<br>• Overconfidence<br>• Paranoia and delusions |
| **Long-term effects** | • Weakness and tiredness<br>• Itching skin<br>• Circulatory collapse<br>• Tooth decay<br>• Social isolation<br>• Aggressiveness |



# MARIJUANA

| | |
|---|---|
| **Active substance** | Tetrahydrocannabinol (THC) |
| **Appearance and consumption** | The dried marijuana leaves are sold in bags ranging in size. Some dealers also sell "ready-made" marijuana which is already rolled for smoking. |
| **Common effects** | In smaller quantities:<br>• Euphoria<br>• Changed/more intense sensory perception<br>• Appetite stimulation<br>• Muscle relaxation, pain reduction<br>• Increased heart work<br><br>In larger quantities/with frequent use:<br>• Disorders of short-term memory, attention and coordination<br>• Hallucinations, delusions<br>• Anxiety, panic<br>• Nausea, vomiting |
| **Long-term effects** | • Personality and mood changes<br>• Difficulty concentrating<br>• Possible lesions to the brain and lungs |

# COCAINE

**Active substance**

Cocaine

**Appearance and consumption**

Cocaine can normally be found as a powder. The powder can be snorted or rubbed onto the gums.

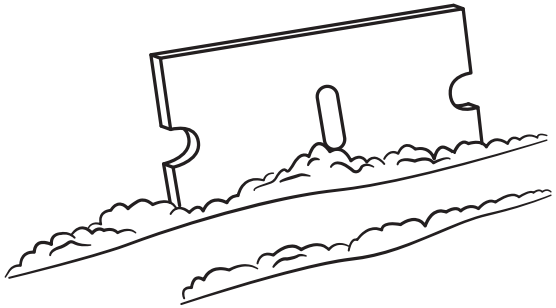
**Common effects**

- Euphoria and feeling of strength
- Increased risk-taking
- Feeling of not needing to eat, drink and sleep
- No pain feeling
- Confusion

Aftermath:
- Exhaustion
- Depression
- Anxiety

**Long-term effects**

- Loss of sense of smell
- Constant nosebleeds
- Dramatic weight loss and loss of appetite
- Personality changes
- Depression and memory disorders







# MANDRAX

**Active substance**

Methaqualone

**Appearance and consumption**

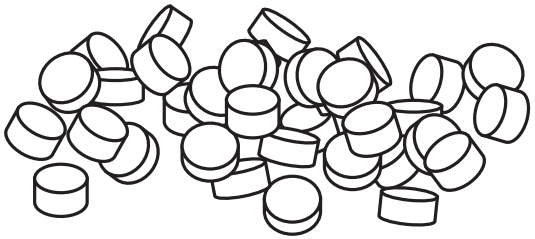
It is sold in pill form and often has a unique emblem. It also varies in color. The pill is usually crushed, mixed with Marijuana and smoked.

**Common effects**

- Relaxation, calmness
- Dry mouth and no appetite
- Nausea and vomiting
- Stomach pain
- Red, glazed or puffy eyes

**Long-term effects**

- Anemia
- Poor liver function and stomach cramps
- Chronic headaches
- Poor vision
- Depression
- No sleep
- Aggression
- Emotional problems
- Rotten teeth



# Healthy lifestyle - project

Health and hygiene: Senior phase

## Materials

- Worksheet 7.2.1 - My project

## Aim

- Increase the learners' independence for a healthy lifestyle.
- Motivate the learners to create an individual project.

## Introduction

Introduction
Time: ~ 5 min

Welcome the learners and introduce the topic.

Instruct the learners to write in their textbooks about their thoughts and the thing they are most interested in when they hear the term 'Healthy lifestyle'. Discuss the most important ones like 'no smoking', 'healthy eating' and 'doing physical activity'.

# Activity

Main part
Time: ~ 30 min

## How to implement

Hand out the worksheet 'My project' and introduce the topic.

Instruct the learners to do an individual project on a healthy lifestyle. They can choose whatever they want, as long as it is relates to a healthy lifestyle. The time period will be 2 weeks. Instruct the learners that they need to write a diary entry where they explain how the project will work.

Example:

**Project title: DRINK LESS SUGAR (e.g. Coke)**
What will I do: Drink less Coke in the 2 weeks
How will I do it: I will replace the Coke with a drink that has less sugar (e.g. water) every time I feel the need to drink a Coke.
Long-term goal: Reduce the sugar I drink to stay healthy

**Project title: INCREASING MY PHYSICAL ACTIVITY**
What will I do: I will go running at least 3 times a week
How will I do it: I will write my training in my diary as a reminder
Long-term goal: Physical activity has a great benefit on health and I want to stay active and healthy

Give the learners enough time to plan their project. After 2 weeks, the learners must present their project to the class and tell the other learners what they have done.

At the end of the lesson, ask some learners what they are going to do in the next 2 weeks. If there are any questions, help them out or give them some ideas.

**After 2 weeks**

Let every learner present his/her project in a short presentation (2-3min.). The presentation must include the following:

What they have done in the last 2 weeks?
Did they succeed or not?
Why they succeeded or why not?
How did they experience the project?
Will they continue the new behaviours after the project?

# Summary

Wrap up
Time: ~ 5 min

Ask the learners what they have learnt today.

# My project

Worksheet 7.2.1

First and last name: _____

Date: _____

Class: _____

| | |
|---|---|
| **Project title:** | |
| **What will I do:** | |
| **How will I do it:** | |
| **Long-term goal:** | |

# My project

Worksheet 7.2.1

**2 weeks later:**

| | |
|---|---|
| **Did you achieve your goal?** | |
| **Why did you succeed or why not?** | |
| **How did you experience the project?** | |
| **Will you continue the new behaviours after the project?** | |

# Health and hygiene

Health and hygiene: Senior phase

## Materials

- Paper and pencil

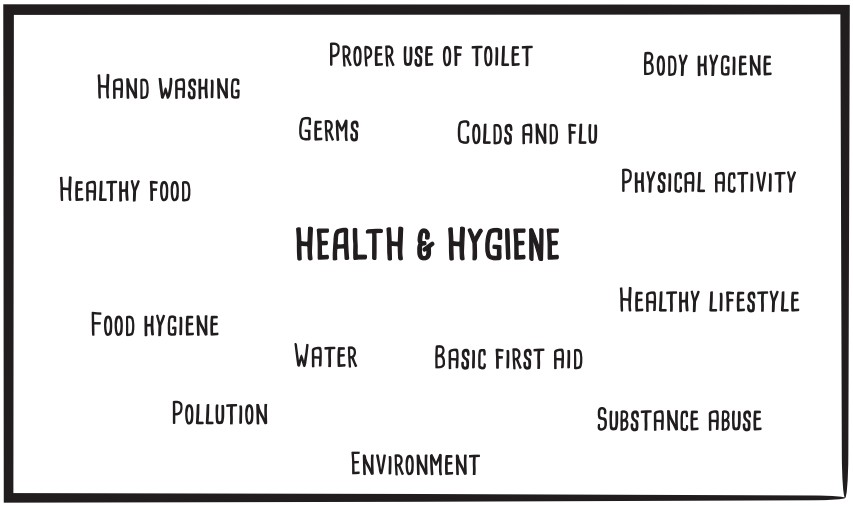
## Aim

- To deal with the topic 'Health and hygiene'.
- To improve skills by writing an individual essay.

## Introduction

Introduction
Time: ~ 5 min

Welcome the learners and introduce the daily topic.
Instruct the learners to mention some important words about **health and hygiene** and write them on the blackboard.




## Activity

Main part
Time: ~ 30 min

### How to implement

Instruct the learners to choose between one of the following essays. Tell them that the essays will be scored. Give the learners a mark for their essays.

1. Choose 3 terms from the written words on the blackboard. With the 3 chosen words, write an essay about the 3 terms and explain how they fit together.
2. Write a story about an experience/incident you had which links with at least one of the terms on the blackboard
3. Write about the importance of health and hygiene. What makes you healthy and how do you stay healthy?

After the lesson, the teacher should collect all the essays.

## Summary

Wrap up
Time: ~ 5 min

Ask the learners what they have learnt today.

# Assessment: Substance abuse

First and last name: _____

Date: _____

Class: _____ Mark: _____

1. Write down the difference between *Physical* and *Mental* addiction.

_____

_____

_____

_____

_____

(2 marks)

2. True or False?

| | | |
|---|---|---|
| Nicotine is the active substance of tobacco. | □ True | □ False |
| Alcohol can cause nausea and vomiting. | □ True | □ False |
| Marijuana is legal to purchase. | □ True | □ False |
| Cocaine can cause loss of sense of smell. | □ True | □ False |
| Mandrax can cause rotten teeth. | □ True | □ False |
| Crystal Meth is named after its form of a crystal. | □ True | □ False |
| Heroin is a harmless drug. | □ True | □ False |
| Crack can cause paranoia and delusions. | □ True | □ False |

(8 marks)

# Assessment Memo: Substance abuse

1. Write down the difference between *Physical* and *Mental* addiction.

**Physical addiction:**
Physical addiction is when the body gets used to the effect of the drug and without the drug your body can't function properly anymore. Once the body starts to become depleted of the substance, painful withdrawal symptoms kick in.

**Mental addiction:**
Mental addiction is defined as a compulsion or perceived need to take the drug. Your body is not physically addicted but you think you need the drug to function properly.

(2 marks)

2. True or False?

| | | |
|---|---|---|
| Nicotine is the active substance of tobacco. | ☒ True | ☐ False |
| Alcohol can cause nausea and vomiting. | ☒ True | ☐ False |
| Marijuana is legal to purchase. | ☐ True | ☒ False |
| Cocaine can cause loss of sense of smell. | ☒ True | ☐ False |
| Mandrax can cause rotten teeth. | ☒ True | ☐ False |
| Crystal Meth is named after its form of a crystal. | ☒ True | ☐ False |
| Heroin is a harmless drug. | ☐ True | ☒ False |
| Crack can cause paranoia and delusions. | ☒ True | ☐ False |

(8 marks)

Scale of achievement: Grading

| Description of competence | Percentage | Final mark |
|---|---|---|
| Outstanding achievement | 80-100 | 7 |
| Meritorious achievement | 70-79 | 6 |
| Substantial achievement | 60-69 | 5 |
| Adequate achievement | 50-59 | 4 |
| Moderate achievement | 40-49 | 3 |
| Elementary achievement | 30-39 | 2 |
| Not achieved | 0-29 | 1 |

# Assessment: Healthy lifestyle project

First and last name: _____

Date: _____

Class: _____ Mark: _____

| | - - | - | - / + | + | + + |
|---|---|---|---|---|---|
| Idea | | | | | |
| Design / planning | | | | | |
| Realisation | | | | | |
| Project presentation | | | | | |

Final score: _____ of 20 points Final mark: _____

Scale of achievement: Grading

| Description of competence | Percentage | Final mark |
|---|---|---|
| **Outstanding achievement** | **80-100** | **7** |
| **Meritorious achievement** | **70-79** | **6** |
| **Substantial achievement** | **60-69** | **5** |
| **Adequate achievement** | **50-59** | **4** |
| **Moderate achievement** | **40-49** | **3** |
| **Elementary achievement** | **30-39** | **2** |
| **Not achieved** | **0-29** | **1** |

# Assessment: Health and hygiene essay

First and last name: _____

Date: _____

Class: _____ Mark: _____

| | - - | - | - / + | + | + + |
|---|---|---|---|---|---|
| Ideas and content | | | | | |
| Organisation | | | | | |
| Orthography | | | | | |
| Language and writing style | | | | | |

Final score: _____ of 20 points Final mark: _____

Scale of achievement: Grading

| Description of competence | Percentage | Final mark |
|---|---|---|
| **Outstanding achievement** | **80-100** | **7** |
| **Meritorious achievement** | **70-79** | **6** |
| **Substantial achievement** | **60-69** | **5** |
| **Adequate achievement** | **50-59** | **4** |
| **Moderate achievement** | **40-49** | **3** |
| **Elementary achievement** | **30-39** | **2** |
| **Not achieved** | **0-29** | **1** |

# Factors that influence the diet

Nutrition: Senior phase

## Materials

- Factors that Influence the Diet Poster
- Board and Board Markers
- Cardboard sheets (enough for each group)
- Scissors
- Glue
- Magazines
- Crayons or pencils
- Breakfast Cue Cards
- Sheets of paper for the pairs to record their answers on
- Pens and pencils

## Aim

- Define 'eating habits'.
- Name and explain the factors that influence eating habits.
- Allow the learners to apply this knowledge to everyday life.
- Understand that our eating habits have a large impact on our health and well-being.

## Introduction

Introduction
Time: ~ 3 min

Welcome the learners, introduce the daily topic and summarise the planned lesson.

### Ice breaker

Ask the learners: 'We all know that fruit and vegetables are good for us and that we should eat at least 5 fruit and vegetables per day. Why do you think many of us don't manage to meet this guideline?'

Topics such as affordability, availability and food tastes and preferences may come up. Link this with the group discussion below.

## Group discussion

Main part
Time: ~ 10 min

Ask the learners: 'Why do we eat the food that we do? We know that we need food to survive, but is this the only reason we eat?'

- Accept responses from the learners. The learners can begin to identify that there are many reasons why we eat the food that we do.
- Another key idea to grasp is that what we eat is a choice. However, there are several factors that influence that choice.

Write the learners' responses on the board and create a discussion about the topic, 'Why we eat the way we do'.

Give each learner the handout. Go through the factors that influence the way we eat with the learners. Try to provide practical examples that the learners may experience at home.

**Teacher's top tip:** sensitive topics such as food affordability and food security may come up. Try to create a non-judgemental and safe environment for the learners.

# Why we eat the way we do

Main part
Time: ~ 15 min

## How to execute

Divide the learners into groups. Give each group a factor that is discussed in the handout.

Ask each group to create a poster to describe how their assigned factor plays a role in people's everyday lives. Persuade the learners to be practical and think creatively. Learners can either express their ideas by drawing pictures or cutting out pictures from magazines.

The learners can present their ideas to the class and the posters can be displayed in class.

# Skipping breakfast

Main part
Time: ~ 10 min

## How to implement

Before the class, the teacher should print and cut out the breakfast cue cards.

Skipping breakfast is a part of many people's eating habits. Enjoying a daily breakfast has many benefits.

Handout the breakfast cue cards detailing reasons why a person may skip breakfast. Instruct the learners to work in pairs to come up with solutions to the problem presented on each card. The learners can present their ideas to the class.

# Summary

Wrap up
Time: ~ 2 min

Ask the learners what they have learnt today. Touch on the fact that our eating habits have a big impact on our health. If we practice unhealthy eating patterns we may be damaging our health. We should aim to change our eating habits for the better. Remember, what we eat is our own choice. In the end, we are responsible for our own food choices.

# Factors that influence eating habits

Handout 7.4.1

## What are eating habits?

Eating habits are the routine decisions of people about the food that they eat. Eating habits refer to why and how people eat, what foods they choose to eat, how they choose to prepare the food and throw away food. Dietary habits are a huge factor in the health and well-being of people.

Cultural, religious, economic, environmental, political, individual and social factors influence our food habits.

## Cultural factors

Cultural influences play a role in the foods we choose to eat, how we prepare the food and how we use foods to celebrate special occasions. Eating and drinking are a part of our cultural identity.

Foods can also have a symbolic meaning in different cultures and can also be a sign of social status. Cultural factors can also have an influence in how much and often we eat. Certain foods or food combinations may be unacceptable in certain cultures.

## Religious factors and ethics

Religion may affect people's food choices and behaviours. Certain foods are not allowed to be eaten in some religions. Other religions observe periods of fasting. Pork, for example, is not allowed in the Jewish or Muslim religions. Some people may choose not to eat certain foods for ethical reasons (e.g. people who follow vegan diets).

## Economic factors

People's food choices are affected by how much they can or are willing to spend on food. Other complex issues such as food availability, food prices and food demand play a role.

## Ecological and agricultural factors

Farming methods have evolved (changed) over time. In a bid to yield higher returns, farming methods have caused ecological and health-related problems. The concentrated production of food has sometimes led to a decrease in the quality of food that is available. The time of year and seasonal availability also influence the quality and availability of food (some foods are only grown a certain time of the year).

## Political factors

Government (food) laws and trade agreements (between countries) effect what food is available and the price of food. Food labelling laws also play a role in consumer knowledge and influence the food they buy.

# Factors that influence eating habits

Handout 7.4.1

### Individual factors

Every person has his/her own personal food likes and dislikes. His/her food preferences develop over time and are influenced by many factors (such as family eating habits, customs, personal values, knowledge and experiences). Individual preferences are also influenced by food advertisements. Certain health concerns may also prevent people from eating a food (e.g. a person with diabetes may limit their sugar intake).

### Psychological and emotional factors

Psychological factors play an important role in our dietary habits. Our eating behaviour may change according to our mood (sad, happy, anxious or stressed). People may also eat out of boredom. People also celebrate an occasion by eating large amounts of unhealthy food.

### Social factors

People's lifestyle plays a big role on dietary habits. Convenience foods, fast food establishments and restaurants offer easy and convenient choices. However, these foods may not always be the healthiest choice. People's friends or groups that they identify with also play a role in food choice.

### Obtaining, storing and cooking food

People may have limited to access to food (e.g. an elderly person may find it difficult to travel to a grocery store). People may also have limited equipment to store or prepare food.

If we understand why eat the food we do, we can make conscious decisions to make healthier choices every day.

# Breakfast cue cards

**Why I skip breakfast**

We have heard the phrase ‘breakfast is the most important meal of the day’. Eating breakfast in the morning and has many benefits. Studies have shown that eating breakfast helps us concentrate and learn better in class. Eating breakfast also provides us with an opportunity to get plenty of healthy nutrients into our diets.

Even though it is important to start your day off with a breakfast, many people decide to skip this meal for a variety of reasons.  This becomes a part of their eating habits.

**I don’t feel hungry in the mornings.**

**I don’t like the taste of cereal.**

**I don’t tolerate milk very well. It makes me feel ill.**

# Breakfast cue cards

I don't have time to eat breakfast in the mornings.

I would rather sleep for an extra 15 minutes.

Breakfast is boring!

I'm trying to lose weight, so I skip breakfast.

# Breakfast cue cards

I prefer a snack at break time instead.

I don't like the taste of cereal.

I have never bothered with breakfast before. Why should I be bothered with it now?

I play sport early in the morning. I can't exercise on a full stomach.

# Breakfast cue cards

I prefer to drink something in the morning. Like tea or coffee.

Chewing on cereal in the morning is too much effort!

Breakfast is way too much effort!

KaziKidz
Teaching Material for Schoolchildren

# WHY WE EAT THE FOOD WE DO

## Cultural factors

Foods have a symbolic meaning in different cultures and can also be a sign of social status. Cultural factors can also have an influence in how much and often we eat. Certain foods or food combinations may be unacceptable in certain cultures.

## Political factors

Food Legislation and trade agreements influence what food is available and the price of food. Food labelling laws also play a role in consumer knowledge and affect the food they buy.

## Psychological & emotional factors

Psychological factors play an important role in our dietary habits. Our eating behaviour may change according to our mood (sad, happy, anxious or stressed). People may also eat out of boredom. People also celebrate an occasion by eating large amounts of unhealthy food.

## Social factors

People's lifestyle plays a big role on dietary habits. Convenience foods, fast food establishments & restaurants offer easy and convenient choices. However, these foods may not always be the healthiest choice. People's friends or social groups they identify with also plays a role in their food choice.

## Religious factors & ethics

Religion may affect people's food choices and behaviours. Certain foods are not allowed to be eaten in some religions. Other religions observe periods of fasting. Pork, for example, is not allowed in the Jewish or Muslim religions. Some people may choose not to eat certain foods for ethical reasons (e.g. people who follow vegan diets)

## Individual factors

Every person has their own personal food likes and dislikes. Their food preferences develop over time and are influenced by many factors (such as family eating habits, customs, personal values, knowledge and experiences). Individual preferences are also influenced by food advertisements.

## Economic factors

People's food choices are affected by how much they can or are willing to spend on food. Other complex issues such as food availability, food prices and food demand play a role.

# Food habits of religious groups

Nutrition: Senior phase

## Materials

- Food habits of different religious groups poster
- Board and board markers
- Handout 7.5.1
- Worksheet 7.5.2

## Aim

- Be aware of the food practices of different religions.
- Understand different cultures in South Africa and their eating habits.
- Recognize that a healthy diet can fit into many different cultures and religions.
- Apply the knowledge and create menus for different religious groups.
- Identify favourite, uniquely South African dishes.

## Introduction

Introduction
Time: ~ 3 min

Welcome the learners, introduce the daily topic and summarise the planned lesson.

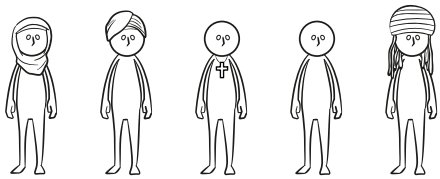
**Link with the previous lesson:**
Create a discussion about how religions influence the food that we eat. Then ask the learners what influence our culture can have on our dietary habits? Create a discussion about the different religious or cultural food practices that the learners come across in their daily lives.

## Group discussion

Main part
Time: ~ 10 min

Ask the learners:'What role does food play in religion? Why do people follow certain rules or traditions regarding food in different religions?'

**Possible Answers:**
- To communicate with God or Deity (as thanksgiving).
- To show faith through religious rites.
- To show discipline or personal sacrifice through fasting.
- To celebrate a festival or hero of that religion.



'What role does culture play in eating habits? Why do people from different cultures enjoy foods in different ways?'
- A person's culture influences his/her practices, attitude and beliefs around food.
- Often, the way we eat and enjoy food comes from our forefathers who came from different countries such as Italy, China, France and Portugal. People have followed these traditions through the years.
- In South Africa, we have many uniquely South African Dishes that reflect a diverse cultural population.
- Many indigenous African people still follow a traditional diet (however this is changing over time to a more Westernised way of eating).

'Can anyone name religions that include aspects of food in their teachings?'
- Islam, Hinduism, Judaism, Sikhism, Buddhism (strict), Seventh-day Adventist Church and Rastafarian movement.
- Accept any appropriate answers

**Teacher's top tip:** some of these topics may be sensitive in nature. Explain to the class that everyone needs to respect each other's beliefs. Try to create an open, non-judgemental environment.

Start a discussion around the following topic:
Ask the learners whether they think a healthy diet can fit into different religions and cultural food habits? Persuade the learners to be aware that healthy choices can fit into all religious and cultural groups.

Give the handout to the learners. This handout summarises some of the food practices observed by different religious groups. Go through the key points with the class.

# Plan my day

Main part
Time: ~ 15 min

## How to execute

Instruct the learners to work individually or in pairs. Give each learner or pair a religion based on handout 7.2.1.

Give worksheet 7.5.2. to the class.
The learners need to come up with a menu for a day. They must consider religious requirements.

**Teacher's top tip:** remind the learners to include appropriate snacks and beverage items throughout the day. Also, remind the learners that the meals should be healthy and balanced.

# Cultural day

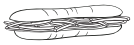
Main part
Time: ~ 10 min

## How to implement

South Africans love eating and enjoy many types of foods from a variety of cultures. A lot of these foods are unique to South Africa.
Working in groups, ask the learners to list as many South African foods they can think of. Each group can then present its list to the class.

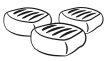
Foods that can be included:

Amasi
Mageu
Bobotie
Sosaties
Boerewors
Biltong and droëwors
Bokkoms (dried and salted fish)
Bunny chow
Potjiekos
Gatsby
Snoek
Vetkoek
Braaibroodjies/ roosterkoek
Rusk



Hertzoggie
Chutney
Achaar
Chakalaka
Samoosas
Frikkadel
Milktart
Melkkos
Malva pudding
Boeber (sweet milk and vermicelli dessert)
Peppermint crisp tart
Koeksisters
Rooibos tea
Waterblommetjie bredie

Cabbage bredie
Lamb bredie
Butternut bredie
Umnqusho (samp and beans)
Mogodu (tripe)
Skop (cow, sheep or goat's head)
Maotwana (chicken legs)
Mashonzha (worm found in Mopani trees)
Morogo (wild spinach)
Pap (mielie-meal) and phutu
Umphokoqo



**Teacher's top tip:** in South Africa, for indigenous African people, meat and especially beef was rare. Cattle were a symbol of wealth and status and not a source of food. When beef was eaten, no part of the animal was wasted. From the head to the tail.

**Teacher's top tip:** the Cape Malay Indians use a lot of different spices in their foods. Spicy dishes such as samoosas, curries and bobotie are eaten. Another popular practice, among many cultural groups, is to braai the food by cooking on an open fire (meat cooked on an open fire is called shisa nyama or braaivleis).

After the activity, ask the learners to present a few of their ideas to the class. Highlight that as South Africans, we are fortunate to have such a large variety of different, delicious foods from such a wide range of cultures.

# Summary

Wrap up
Time: ~ 2 min

Ask the learners what they have learnt today. Repeat that healthy eating can fit in any cultural or religious diet. Also, that food is an important aspect of many religions and that people should respect everyone's believes and practices.

# Food habits of different religious groups and cultures

Handout 7.5.1

Around the world, people choose to eat or avoid certain foods according to their religion or culture. Some of these beliefs have been practised for many centuries and are an established part of life.

| Religions | Food habits |
|---|---|
| **Islam** | • Pork is prohibited.<br>• The Koran outlines foods that are allowed (halal) and haram (forbidden).<br>• Beef, lamb and chicken can be eaten only if the animal has been slaughtered in a certain way. The animal must be killed by slitting its throat to allow the blood to be drained from the animal's body.<br>• Examples of haram food are pork, blood and alcohol.<br>• During the month of Ramadan, Muslims observe a period of fasting and refrain from eating, drinking and smoking from sunrise to sunset. |
| **Hinduism** | • Strict Hindus are vegetarian and do not eat any animal flesh (meat, chicken or fish) – however this is not compulsory.<br>• The cow is held in high regard and is a symbol of abundance, therefore beef is not eaten.<br>• Some Hindu people observe certain fast days and avoid alcohol. |
| **Judaism** | • Pork is prohibited.<br>• Foods are divided into kosher (allowed) or trefa (forbidden).<br>• Food must be prepared in the correct manner for the food to be considered Kosher. For example, meat must be slaughtered correctly.<br>• Certain foods should not be eaten together e.g. dairy products with meat.<br>• Jewish people observe periods of fasting e.g. Yom Kippur (the Day of Atonement) is a Jewish fast that lasts from approximately dusk till dusk. |
| **Christianity** | • Some Catholic and Orthodox Christians partake in various feasts and fast days throughout the year. For example, some Catholics may avoid meat on Fridays or fast during Lent and on Good Friday.<br>• Most Protestants observe only Easter and Christmas as feast days and do not generally observe other fast periods.<br>• The ritual of communion is celebrated by many Christians. This is where bread and wine symbolise the Body and Blood of Christ.<br>• Some Christians abstain from alcohol.<br>• Mormons and Seventh Day Adventists generally avoid caffeinated and alcoholic beverages. Many Seventh Day Adventists also do not eat meat and dairy products. |
| **Buddhism** | • The Buddhist people believe that Buddha took the form of several animals before attaining his form as a human being. Therefore, most Buddhists choose to be vegetarian to avoid killing animals.<br>• Some Buddhists avoid dairy products whereas others avoid only beef.<br>• Religious dates and celebration days vary from region to region. |
| **Rastafari** | • Most Rastafarians are vegetarians or vegan.<br>• Some Rastafarians do eat fish.<br>• Approved foods are called I-tal, which are natural or pure, without the addition of artificial colorants, flavourants or preservatives.<br>• Rastafarians usually avoid alcohol and caffeinated tea or coffee. |

# Plan my day

Worksheet 7.5.2

First and last name: _____

Date: _____

Class: _____

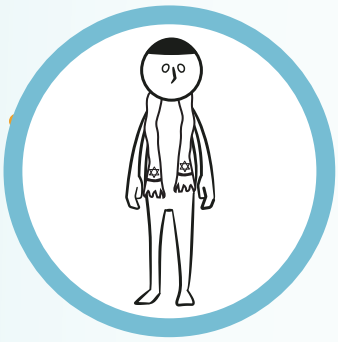
**Religion:**

Plan a healthy, balanced meal for each meal time. Remember to consider all the dietary requirements of the religion that you have been assigned. Don't forget to include snacks and beverages!

| Time | Meal |
|---|---|
| **Breakfast** | |
| **Lunch** | |
| **Supper** | |

KaziKidz
Teaching Material for Schoolchildren

# FOOD HABITS OF DIFFERENT RELIGIONS

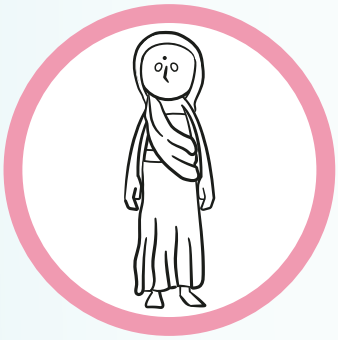


## Judaism

- Foods are divided into kosher (allowed) or trefa (forbidden).
- Pork is forbidden.
- My food must be prepared in the correct manner.
- I do not eat certain foods together e.g. beef and milk.

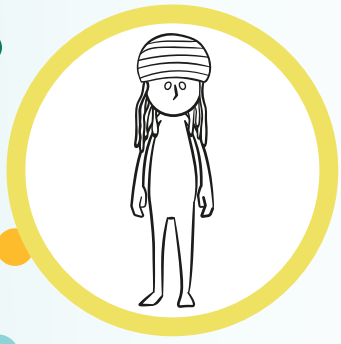
## Islam

- The Koran outlines foods that are allowed (halal) and forbidden (haram).
- Pork and alcohol is forbidden.
- I only eat meat, chicken and lamb if it is slaughtered in a particular way.
- During the month of Ramadan, I fast between sunrise and sunset.



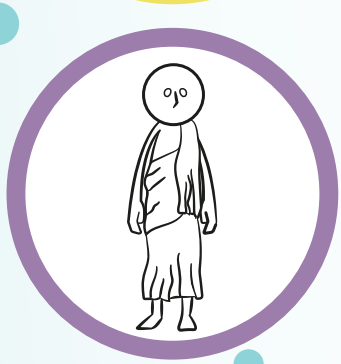
## Hinduism

- I am vegetarian as I do not eat animal flesh.
- The cow is a symbol of abundance.
- I do not drink alcohol.
- I observe different days of fasting.



## Rastafari

- I am vegetarian.
- I only eat I-tal foods that are natural and pure and free from food additives.
- I do not drink caffeinated beverages.



## Buddhism

- Because I believe that Buddha took the form of several animals before attaining his form as a human being, I do not eat animal flesh.
- I also avoid dairy products.

# Abnormal dietary patterns

Nutrition: Senior phase

## Materials

- Abnormal dietary patterns poster
- Board and board markers
- Food habits cue cards
- Prestik
- Sheets of paper
- Pen and pencils

## Aim

- Define 'dietary patterns'.
- Explain the difference between healthy and unhealthy dietary patterns.
- Understand how dietary patterns influence health and well-being.

## Introduction

Introduction
Time: ~ 3 min

Welcome the learners, introduce the daily topic and summarise the planned lesson.

## Group discussion

Main part
Time: ~ 10 min

Ask the learners:
'What are dietary patterns? What role do dietary patterns play on people's health and well-being?'

**Possible Answers:**

- A dietary pattern can be defined as the amount, size, variety and combinations of different food that a person eats. It also includes how often the person eats the food.
- Dietary patterns are based on your food habits. For example, maybe you buy a vetkoek and soft drink at the shop every day. This is an example of a less healthy dietary pattern or habit.
- If we include unhealthy foods in our dietary pattern too often, this may lead to unhealthy conditions such as obesity, diabetes, heart disease and stroke.
- We should aim to have healthy eating habits. This means including healthy foods in our dietary pattern. This also means eating a variety of healthy foods every day.
- Sometimes we don't even realise that our food habits and dietary patterns are unhealthy. We don't realise that we are harming our health.

'Do you think we give much thought to the amount of food and the type of food that we eat?'

- Often, we don't put much thought into the food we eat. We eat for many reasons, not just because we are hungry. We may eat due to boredom, stress or simply because the food is available.

Create a discussion with the learners about the topic of dietary patterns and unhealthy food habits. Ask the learners for examples of when they eat when they are not hungry or when they choose an unhealthy food above a healthy food. Ask the learners when they deprive themselves of food, even though they may be hungry or when they are not meeting their nutritional requirements.

Examples include eating unhealthy food (chocolate, chips) in front of the television at night, eating a packet of crisps on the way to school, drinking a sugary drink or soft drink instead of water, skipping breakfast, eating when we are sad (emotional eating).

After the learners have come up with suitable situations, remind the learners that they should be mindful of their decision to eat something or not (rather than eating a food on impulse). People are in control of what they choose to eat. Remind the learners that they need to take on healthier food habits. Remember food habits are the basis of our dietary patterns! One you start making better food choices, it becomes easier. Our bad habits change to good habits!

# Changing our dietary habits

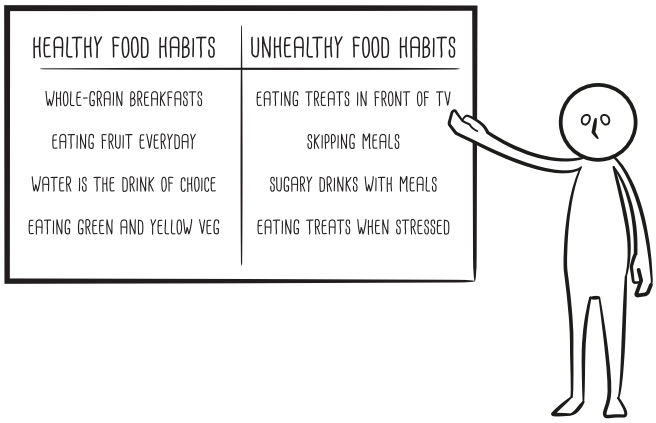
Main part
Time: ~ 15 min

## How to execute

The teacher should draw two columns on the board with the headings 'healthy food habits' and 'unhealthy food habits'.

Divide the learners into pairs. Handout the dietary habits cue cards to each of the pairs. The cue cards list everyday habits of people. The pair must decide whether they think the habit is healthy and if not, how can they change the habit into a healthy habit. If the pair thinks the habit is healthy, they must explain why.

The habits should be placed under the relevant column




# Choosing to make better choices

Main part
Time: ~ 10 min

## How to implement

Ask the learners to choose the cue cards that they identify with the most. Get them to formulate strategies on how they can make better choices at home.

# Summary

Wrap up
Time: ~ 2 min

Ask the learners what they have learnt today. Highlight the fact that there are no good or bad foods. All foods fit in a healthy dietary pattern. Our aim should be to include a variety of healthy foods as often as possible. That is why we call healthy foods 'everyday foods' as we should enjoy these foods every day. Unhealthy foods are called 'sometime foods' as we should eat these foods less often.

# Food habits cue cards

I enjoy eating green and yellow vegetables often!

I love to have a glass of milk with my toast in the morning.

When I watch TV, I can't resist a yummy treat!

Sometimes I skip breakfast.

# Food habits cue cards

I am trying to lose weight, so I eat only once a day.

A fruit and some yoghurt is my favourite snack.

On my way to school, a packet of chips is my favourite snack.

Chocolate for breakfast? Yes please!

# Food habits cue cards

I always drink a sugary drink with my meals.

Water is my drink of choice.

I enjoy eating fish often.

My lunch is usually vetkoek or a pie from the tuckshop.

# Food habits cue cards

I enjoy fried foods! Especially ‘slap’ chips with salt and vinegar.

I play sport three times a week.

I eat fruit everyday.

I don’t bother eating anything the whole day!

# Food habits cue cards

Breakfast, no thanks! I'm happy with a packet of chips on the way to school!

Most days of the week, I have a Russian sausage or sliced polony for lunch.

When I am stressed during exams, I stock up on sugary treats!

KaziKidz
Teaching Material for Schoolchildren

# HEALTHY DIETARY PATTERNS

We are in control of what we CHOOSE to eat and we should aim to CHOOSE healthier FOOD HABITS.
Remember food habits are the basis of our dietary pattern!
Once we start making better food choices, it BECOMES EASIER

The South African Government formulated the South African Food-Based Dietary Guidelines to encourage people to follow healthy dietary patterns:

1. Enjoy a variety of foods.
2. Be active!
3. Make starchy food part of most meals.
4. Eat plenty of vegetables and fruit every day.
5. Eat dry beans, split peas, lentils and soya regularly.
6. Have milk, maas or yoghurt every day.
7. Fish, chicken, lean meat or eggs may be eaten daily.
8. Drink lots of clean, safe water.
9. Use fats sparingly. Choose vegetable oils, rather than hard fats.
10. Use sugar, amd foods and drinks high in sugar, sparingly.
11. Use salt, and food high in salt, sparingly.

# Assessment: Nutrition

First and last name: _____

Date: _____

Class: _____ Mark: _____

1. Describe how eating habits influence our health.

_____

_____

_____

_____

_____

(3 marks)

2. Discuss five factors that influence our eating habits. Explain how each factor has an influence on the food that we eat.

Factor: _____

How the factor influences our eating habits: _____

_____

Factor: _____

How the factor influences our eating habits: _____

_____

Factor: _____

How the factor influences our eating habits: _____

_____

Factor: _____

How the factor influences our eating habits: _____

_____

Factor: _____

How the factor influences our eating habits: _____

_____

(10 marks)

# Assessment: Nutrition

3. True or False?

| | | |
|---|---|---|
| The Koran outlines food that are allowed (halal) and forbidden (haram). | □ True | □ False |
| Pork is halal in the Islam religion. | □ True | □ False |
| Strict Hindu's are vegetarian and do not eat animal flesh. | □ True | □ False |
| It is our responsibility not to waste food and to eat healthily | □ True | □ False |
| Enjoying a healthy breakfast every morning is an example of a good eating habit. | □ True | □ False |

(5 marks)

4. Name any two traditional South African food or meals.

1. _____

2. _____

(2 marks)

| Description of competence | Percentage | Final mark |
|---|---|---|
| Outstanding achievement | 80-100 | 7 |
| Meritorious achievement | 70-79 | 6 |
| Substantial achievement | 60-69 | 5 |
| Adequate achievement | 50-59 | 4 |
| Moderate achievement | 40-49 | 3 |
| Elementary achievement | 30-39 | 2 |
| Not achieved | 0-29 | 1 |

# Assessment Memo: Nutrition

1. Describe how eating habits influence our health.
   - Unhealthy eating habits may be damaging to our health and may lead to various harmful conditions and diseases.
   - Healthy eating habits help us stay healthy and grow well.
   - The choices we make everyday has an influence on our overall health.
   - We should adopt good food habits for good health.

(3 marks)

2. Discuss five factors that influence our eating habits. Explain how each factor has an influence on the food that we eat.

   Refer to Handout 7.4.1. - Factors that Influence Eating Habits

(10 marks)

3. True or False?

| | | |
|---|---|---|
| The Koran outlines food that are allowed (halal) and forbidden (haram). | ☒ True | ☐ False |
| Pork is halal in the Islam religion. | ☐ True | ☒ False |
| Strict Hindu's are vegetarian and do not eat animal flesh. | ☒ True | ☐ False |
| It is our responsibility not to waste food and to eat healthily | ☐ True | ☒ False |
| Enjoying a healthy breakfast every morning is an example of a good eating habit. | ☒ True | ☐ False |

(5 marks)

# Assessment Memo: Nutrition

4. Name any two traditional South African food or meals.

Any suitable food such as:

- Amasi
- Mageu
- Babotie
- Sosaties
- Boerewors
- Biltong and droewors
- Bokkoms (dried and salted fish)
- Bunny Chow
- Poetjiekos
- Gatsby
- Snoek
- Vetkoek
- Braaibroodjies/Roosterkoek
- Rusk
- Hertzoggie
- Chutney
- Achaar
- Chakalaka
- Samoosas
- Frikkadel
- Milktart
- Melkkos
- Malva Pudding
- Boeber (sweet milk and vermicelli dessert)
- Peppermint Crisp Tart
- Koeksisters
- Rooibos Tea
- Waterblommetjie Bredie
- Cabbage Bredie
- Lamb Bredie
- Butternut Bredie
- Umnqusho: Samp and Beans
- Mogodu (tripe)
- Skop (cow, sheep or goat's head)
- Maotwana (chicken legs)
- Mashonzha (worm found in Mopani trees)
- Morogo: (wild spinach)
- Pap (mealie meal) and Phutu
- Umphokoq

(2 marks)

# GOOD LUCK!

# 9. Physical and Health Education in Grades 4–7

## 9.1 Physical and Health Education according to Curriculum and Assessment Policy Statement (CAPS) of South Africa

The PE component of the CAPS curriculum for the Intermediate and Senior Phases is designed to develop learners' physical, motor, social, and emotional skills through structured movement activities, games, and sport participation. It forms part of Life Skills (Grades 4–6) and Life Orientation (Grade 7) and is prescribed by the Department of Basic Education.

**Purpose of PE in CAPS; the main aim is to support learners in:**

- Develop and refine fundamental movement skills
- Improve coordination, balance, and overall physical fitness
- Apply movement skills in games and structured activities
- Demonstrate teamwork, and cooperation and fair play
- Build confidence and positive participation skills
- Develop an understand health and active lifestyles

The curriculum focuses on the progressive development of fundamental movement skills that learners began acquiring in earlier Grades. These skills are organised into three main categories: locomotor skills, non-locomotor skills, and manipulative skills. Locomotor skills involve moving the body from one place to another and include activities such as running, jumping, hopping, skipping, galloping, leaping, sliding, and dodging. In the Intermediate Phase, learners are expected not only to perform these movements but also to combine them, change direction and speed, and apply them in games and sport contexts. Non-locomotor skills focus on stability, balance, and body control without travelling. These include balancing in different positions, bending, stretching, twisting, turning, swinging, and landing safely. Learners also develop the ability to control their bodies during movement sequences and transfer weight smoothly. These skills are often taught through fitness exercises, basic gymnastics, movement routines, and warm-up activities.

Manipulative skills, also known as object-control skills, involve handling equipment such as balls or bats. These include throwing, catching, kicking, striking, bouncing, rolling, dribbling, passing, receiving, and aiming at targets. In Grades 4–7, learners refine accuracy, timing, and coordination while applying these skills in small-sided games and sport activities.

As learners progress through the Grades, the focus shifts gradually. In Grades 4 and 5, the emphasis is on refining fundamental movement skills and participating in simple games while learning basic rules and fair play. In Grade 6, learners begin to combine movement skills more effectively, improve control and accuracy, and participate in more complex group activities. By Grade 7, the curriculum places greater emphasis on sport-specific skills, teamwork strategies, physical fitness development, and leadership roles during activities.

PE in CAPS is taught mainly through practical activities such as movement games, relays, obstacle courses, fitness circuits, and team sports. Assessment is continuous and informal, focusing on participation, effort, cooperation, and improvement rather than competition or performance outcomes. Overall, the CAPS PE curriculum for Grades 4–7 aims to build a strong foundation of movement competence, promote lifelong physical activity, and support learners' social and emotional development through active participation.

## 9.2 Movement Skills in CAPS (Grades 4–7)

| SKILL CATEGORY | Grade 4 | Grade 5 | Grade 6 | Grade 7 |
|---|---|---|---|---|
| **Locomotor Skills** | Run, hop, jump, skip, gallop, walk in different directions with control and coordination | Combine movements (run + jump), change speed and direction | Perform movement sequences, agility patterns, dodging and chasing | Apply locomotor skills in sports, tactics, and fitness drills |
| **Non-Locomotor Skills (Stability)** | Static balancing, bending, stretching, simple turns | Dynamic balancing, landing safely, twisting | Controlled body movements in sequences, weight transfer | Complex balance, body control during sport and conditioning |
| **Manipulative Skills (Object Control)** | Basic throwing, catching, kicking, rolling balls | Improve accuracy in throwing, catching, striking, dribbling | Combine skills in games (passing, aiming, receiving) | Sport-specific skills (ball control, coordinated passing, tactical play) |
| **Coordination Skills** | Hand-eye coordination activities | Improve timing and rhythm | Multi-skill coordination drills | Advanced coordination in sport situations |
| **Fitness Skills** | Basic endurance and flexibility | Strength and agility activities | Fitness circuits, stamina development | Structured fitness training and conditioning |
| **Social Movement Skills** | Cooperative games, turn-taking | Team participation and simple rules | Group strategy and teamwork | Leadership roles and fair play in sport |

***Figure 10:*** *Skills Development per Grade Level (source: South African CAPS Life Skills and Life Orientation Grades 4-7, 2026).*

## 9.3 Assessment Rubric for Physical and Health Education (Grades 4–7) according to the CAPS

CAPS uses informal, continuous assessment that focuses primarily on participation, effort, movement skill development, application of skills in context, and understanding of rules and safety, rather than competitive performance outcomes scores. (source: South African CAPS Life Skills and Life Orientation Grades 4-7, 2026).

| LEVEL | DESCRIPTION | TYPICAL INDICATORS |
|---|---|---|
| **Level 4 (Outstanding Achievement)** | Learner consistently demonstrates excellent participation and skill mastery. | Performs skills correctly and confidently, shows leadership, excellent teamwork, and high effort. |
| **Level 3 (Satisfactory Achievement)** | Learner shows good participation and acceptable skill development. | Performs most skills correctly, participates actively, works well with others. |
| **Level 2 (Partial Achievement)** | Learner shows limited skill development and inconsistent participation. | Struggles with coordination, sometimes participates, needs guidance. |
| **Level 1 (Not Achieved)** | Learner shows minimal participation and little skill development. | Rarely participates, cannot perform basic skills, and lacks effort. |

***Figure 11:*** *Assessment Rubric for Physical and Health Education (Grades 4–7) according to the CAPS (source: South African CAPS Life Skills and Life Orientation Grades 4-7, 2026).*

## What Teachers Assess in CAPS PE?

**Assessment focuses on four main areas:**

**1 Participation**

- Willingness to take part
- Effort during activities
- Regular attendance

**2 Movement Skill Development**

- Control of locomotor skills
- Ability to balance and coordinate
- Object-control skills

**3 Fitness and Physical Ability**

- Stamina and endurance
- Strength and flexibility
- Agility

**4 Social Skills in Movement**

- Teamwork
- Cooperation
- Respect for rules
- Fair play

Important CAPS Assessment Rule: Assessment in PE is based primarily on participation, effort, progression, and application of skills — not on innate athletic ability or competitive performance.

# 10. Self-made Equipment

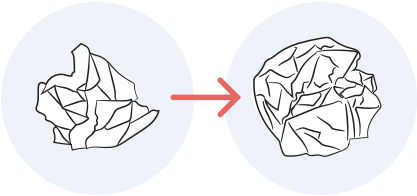
There is a scarcity of equipment in many schools in Namibia. As discussed, it is important to maximise learning opportunities by ensuring learners can each work with their own piece of equipment or, if working in groups, group numbers are small to enable each child to fully participate in the activity. If there is not enough equipment available, learners will be forced to wait in line for their turn or, if in a large group, not all learners will be able to participate fully.

The section to follow will guide you through steps on how to make your own equipment from recycled or upcycled materials.

## Soccer Ball

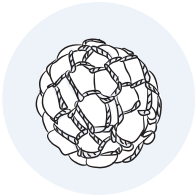
**Materials:**
- Paper/cardboard /newspaper/onion bags/cloth rags/plastic bags
- Twine/ thin rope
- Duct tape/packing tape (optional for reinforcement)

### Step 1



1. Crumple the newspaper/cloth rags into a ball as tightly as you can

### Step 2

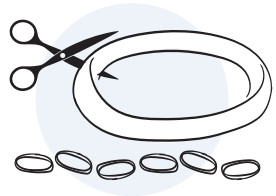


2. Wrap rope around it tightly, do a few times over until you end up with a tightly packed soccer ball

## Cricket Ball

**Materials:**
- Two-wheeler tube
- Scissors
- Paper

### Step 1

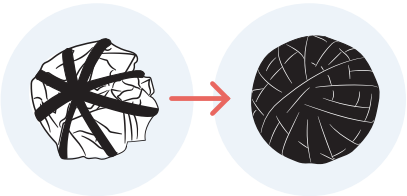


1. Cut small bands from the two-wheeler tube

### Step 2

2. Crumple the paper into a small ball

### Step 3

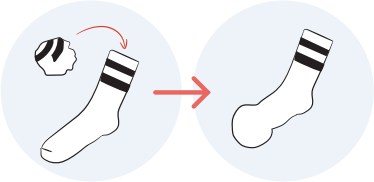


3. Wrap small elastic bands around crumpled paper ball

## Other Types of Different Size Balls

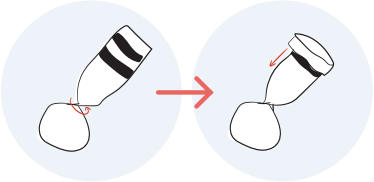
**Small Ball Materials:**
- A pair of old long socks
- Cotton

### Step 1



1. Roll sock 1 into a ball then place it in the end of sock 2

### Step 2



2. Twist sock 2 into a ball then turn inside out and repeat process

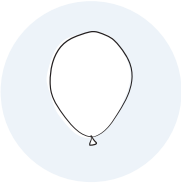
### Step 3

3. Sew sock closed

## Other Types of Different Size Balls

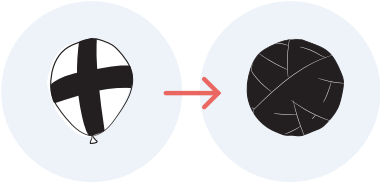
**Big Ball Materials:**
- Balloon
- Packing tape

### Step 1



1. Blow up the balloon

### Step 2

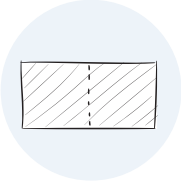


2. Wrap the tape around the balloon until the ball is well secured

## Bean Bags

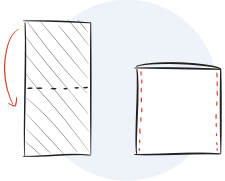
**Materials:**
- Durable material like denim or socks or sewn cloth
- Rice, dried beans
- Sewing machine

### Step 1



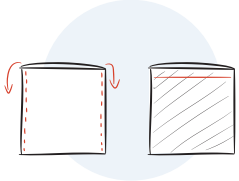
1. Cut the material into square shapes - double the size to allow for folding in half

### Step 2



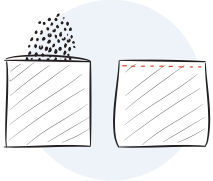
2. Fold in half, right side in and stitch around 2 sides leaving one for turning, use a 1 cm seam. Use double stitiching

### Step 3



3. Turn inside out and iron in a 1 cm fold for later

### Step 4

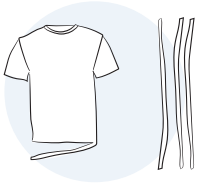


4. Fill bag with selected contents - 2/3 full and double stitch the opening closed

## Skipping Ropes

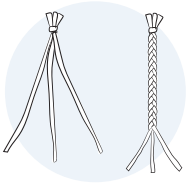
**Materials:**
- Old fabric and plastic bags
- Rope or sash cords with ends knotted and burnt at the ends
- Nylon stockings
- Strips of material can be braided together

### Step 1



1. Tear long strips from an old Tshirt

### Step 2



2. Knot the tops of the strips together and braid them

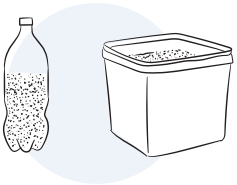
### Step 3

3. Knot the the end of the braid.

## Cones and Beacons

**Materials:**
- Empty plastic 2 litre bottles
- Bottles with sand or small stones, rice, water; ice cream containers, pieces of carpet or other containers filled with sand; paper plates, paper rolls, old traffic cones; bleach and detergent bottles

### Step 1

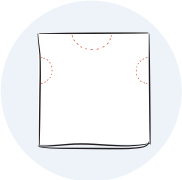


1. Fill empty bottles with the materials above

## Bibs and Sashes

**Materials:**
- Different material of different colours, elastic bands and laces, plastic bags

### Step 1



1. Cut out holes for head and two arms

## Flash Cards

**Materials:**
- Cardboard and coloured markers
- Boxes, toilet rolls, polystyrene containers and packing materials, corks, wrapping paper, tin foil, wool, string, stones, seeds, old newspapers/magazines, old clothes, utensils, containers, to be used as 'props' for fantasy and dramatic play, ball pump, portable sound system

### Step 1

# 11. References


Amnesty International. Broken and Unequal: The State of Education in South Africa. URL: https://amnesty.org.za/research/broken-and-unequal-the-state-of-education-in-south-africa/ [accessed on 3 Dec, 2025].

Bunker, D., and Thorpe, R. (1982). A Model for The Teaching of Games in Secondary Schools. Bulletin of Physical Education, 18(1), 5-8.

Burnett, C. National Research: State and Status of Physical Education in Public Schools of South Africa. Johannesburg: Department of Basic Education, 2018.

Clark, J.E., and Metcalfe, J.S. (2002). The Mountain of Motor Development: A Metaphor. In J.E. Clark and J.H. Humphrey (Eds.), Research and Reviews (S. 163-190). Reston, VA: National Association for Sport and Physical Education.

Curriculum Assessment Policy Statements (CAPS) of South Africa. URL: https://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements(CAPS).aspx [accessed on 3 Dec, 2025].

De Villiers, A., Steyn, A., Draper, C., Fourie, J., Barkhuizen, G., Lombard, C., et al. (2012). 'HealthKick': Formative Assessment of the Health Environment in Low-Resource Primary Schools in the Western Cape Province of South Africa. BMC Public Health, 12(1):794.

Donnelly, J. E., Hillman, C. H., Castelli, D., Etnier, J. L., Lee, S., Tomporowski, P., and Szabo-Reed, A. N. (2016). Physical Activity, Fitness, Cognitive Function, and Academic Achievement in Children: A Systematic Review. Medicine and Science in Sports and Exercise, 48(6), 1197.

Draper, C.E., Tomaz, S.A., Bassett, S.H., Burnett, C., Christie, C.J., Cozett, C., et al. (2018). Results from South Africa's 2018 Report Card on Physical Activity for Children and Youth. Journal of PA and Health. 2018;15(S2):S406-8. doi: 10.1123/jpah.2018-0517. PubMedPMID: 27848725.

Draper, C., de Villiers, A., Lambert, E., Fourie, J., Hill, J., Dalais, L., et al. HealthKick: A Nutrition and Physical Activity Intervention for Primary Schools in Low-Income Settings. BMC Public Health. 2010;10:398. doi: 10.1186/1471-2458-10-398. PubMed PMID:20604914; PubMed Central PMCID: PMC2910683.

Education Government of South Africa (2020). URL: https://www.education.gov.za/ArchivedDocuments/ArchivedArticles/DigitalEducation.aspx [accessed on 2 Dec, 2025].

Gallahue, D.L. and Donnelly, F.C., 2003. Developmental Physical Education for All Children. Human Kinetics.

Guthold, R., Stevens, G. A., Riley, L. M., and Bull, F. C. (2018). Worldwide trends ininsufficient PA from 2001 to 2016: A Pooled Analysis of 358 Population-Based Surveys with 1·9 Million Participants. The Lancet Global Health, 6(10), e1077–e1086. https://doi.org/10/gd4vpc

Draper, C. E., Tomaz, S. A., Bassett, S. H., Burnett, C., Christie, C. J., Cozett, C., de Milander, M., Krog, S., Monyeki, A., Naidoo, N., Naidoo, R., Prioreschi, A., Walter, C., Watson, E., & Lambert, E. V. (2018). Results from South Africa's 2018 Report Card on Physical Activity for Children and Youth. Journal of Physical Activity and Health, 15(s2), S406-S408.Retrieved Feb 13, 2026, from URL: https://doi.org/10.1123/jpah.2018-0517 [accessed on3 Dec, 2025].

Herrmann, C., and Gerlach, E. (2020). Unterrichtsqualität im Fach Sport – Ein Überblicksbeitrag zum Forschungsstand in Theorie und Empirie [Teaching quality in Physical Education – A Review of the State of Theory and Empirical Research]. Unterrichtswissenschaft. 48(2), 361–384. URL: https://doi.org/10.1007/s42010-020-00080-w [accessed on 15 Dec, 2025].

Herrmann, C., Seiler, S. and Niederkofler, B. (2016). Was ist guter Sportunterricht? – Dimensionen der Unterrichtsqualität [What is good Physical Education? -

Dimensions of teaching quality]. Sportunterricht, 65, 7-12. *KaziBantu* teaching and learning material and *KaziKidz* Short Learning Programmes (*KaziBantu* team, 2025).

National Curriculum Statement (NCS) (2019). Curriculum and Assessment Policy Statement (CAPS) of South Africa, Grades 4-6. Life Skills: Intermediate Phase. Pretoria, South Africa: Government Printing Works.

National Curriculum Statement (NCS) (2019). Curriculum and Assessment Policy Statement (CAPS) of South Africa, Grade 7. Life Skills: Senior Phase. Pretoria, South Africa: Government Printing Works.

National Adolescent and Youth Health Policy 2017. URL: https://knowledgehub.health.gov.za/elibrary/national-adolescent-and-youth-health-policy-2017 [accessed on 1 Dec 2025].

Page, R.M., and Page, T.S. (2011). Promoting Health and Emotional Well-Being in Your Classroom. 5th Edition Massachusetts: Jones and Bartlett Publishers.

Physical Literacy: Learning for Sustainable Development (UNESCO, 2021). URL: https://unesdoc.unesco.org/ark:/48223/pf0000378589 [accessed on 2 Sept 2025].

Praetorius, AK., Klieme, E., Herbert, B., and Pinger, P. (2018). Generic Dimensions of Teaching Quality: The German Framework of Three Basic Dimensions. ZDM Mathematics Education, 50, 407–426. URL: https://doi.org/10.1007/s11858-018-0918-4 [accessed on 1Dec 2025].

Quality Physical Education (UNESCO, 2020). URL: https://en.unesco.org/themes/sport-and-anti-doping/sports-education/qpe [accessed on 17 Sept, 2025].

Queen, J.A., and Queen, P.S. (2004). The Frazzled Teacher's Wellness Plan. A Five Step Program for Reclaiming Time, Managing Stress, and Creating a Healthy Lifestyle. London: Corwin Press Inc., Sage Publications.

Smith, B., Kirby, N., Skinner, B., Wightman, L., Lucas, R. and Foster, C., 2018. Physical Activity for General Health Benefits in Disabled Adults: Summary of a Rapid Evidence Review for the UK Chief Medical Officers' Update of the Physical Activity Guidelines. London: Public Health England. South Africa's Integrated School Health Policy 2012. URL: https://www.education.gov.za/LinkClick.aspx?fileticket=pj7clv8qGMc%3d&tabid=390&portalid=0&mid=1125 [accessed on 1 Oct 2025].

South Africa's National Youth Policy 2015 – 2020. URL: https://www.gov.za/sites/default/files/gcis_document/201610/nationalyouthpolicy.pdf [accessed on 17 Nov 2025].

Strategy: Roadmap for Nutrition in South Africa 2013 – 2017. URL: https://health-e.org.za/2015/06/04/strategy-roadmap-for-nutrition-in-south-africa-2013-2017/ [accessed on 17 Nov 2025].

Strategy for the Prevention and Control of Obesity in South Africa 2015 – 2020. URL: https://health-e.org.za/wp-content/uploads/2015/12/National-Strategy-for-prevention-and-Control-of-Obesity-4-August-latest.pdf [accessed on 17 Nov 2025].

The Continuing Professional Management System, South African Council for Educators(SACE). URL: https://www.sace.org.za/ [accessed on 3 Sept 2025].

UNESCO. Worldwide Survey of School Physical Education – Final Report. 1-130. Paris; 2013.

Whitehead, M. (2010). Physical Literacy throughout the Lifecourse. London, Routledge.

WHO Global Strategy for Women, Children's and Adolescent's Health 2016 – 2030. URL: https://platform.who.int/data/maternal-newborn-child-adolescent-ageing/global-strategy-data [accessed on 2 Sept, 2025].

World Health Organization (2020) Guidelines on PA and sedentary behaviour. World Health Organization, Geneva, 2020.

World Obesity. COVID-19 and Obesity: The 2021 Atlas. URL: https://www.worldobesityday.org/assets/downloads/COVID-19-and-Obesity-The-2021-Atlas.pdf [accessed on 1 Nov, 2025].

### 11.1. The following national and international guidelines are adhered to and aligned by the vision and mission of the *KaziKidz* Int/Sen Phase (Grades 4-7) book:

- Curriculum Assessment Policy Statement (CAPS), South Africa
- National Adolescent and Youth Health Policy 2017 of South Africa
- UNESCO. Sustainable Development Goals. Paris, France: UNESCO; 2025 [accessed in Sept 2025]. Available from: *https://www.unesco.org/en/sdgs*
- South Africa's Integrated School Health Policy 2012
- South Africa's National Youth Policy 2015–2020
- Strategy for the Prevention and Control of Obesity in South Africa 2015–2020
- The Continuing Professional Management System, South African Council for Educators (SACE) 2012
- WHO Global Strategy for Women's, Children's and Adolescents' Health 2016–2030
- WHO Global Status Report on PA 2022

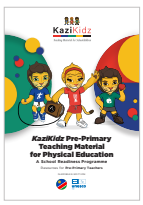
# KaziKidz

*Teaching Material for Schoolchildren*

This book offers a powerful and practical response to one of today's urgent educational and public-health challenges: children are moving (too) less, while the need for active, healthy lifestyles has never been greater. Developed with the support of UNESCO, the *KaziKidz* Physical and Health Education Book for Grades 4–7 equips teachers with an accessible, research-based toolkit designed to bring quality Physical and Health Education to every classroom, including those with limited space, time, or resources.

At its heart, the book recognises movement as far more than physical exercise. It presents Physical and Health Education as a pathway to holistic development, nurturing not only motor skills and fitness, but also confidence, social connection, emotional resilience, and lifelong wellbeing. Through clear guidance and ready-to-use lesson plans, the resource helps teachers create inclusive, engaging learning environments where every child can participate meaningfully and successfully.

The strength of *KaziKidz* lies in its simplicity and adaptability. Structured yet flexible lessons combine games, movement-to-music activities, and health education, allowing educators to integrate physical activity seamlessly into the school day. Even in under-resourced settings, teachers can deliver high-quality, enjoyable learning experiences using minimal equipment and creative approaches.

By fostering fundamental movement skills, promoting healthy habits, and building positive attitudes toward activity, this book contributes to the development of physical literacy and the vision articulated in the Global Physical Literacy Action Framework; empowering children not only to move, but to value movement as a developmental continuum throughout their lives. Ultimately, it is both a practical companion for teaching and an inspiring vision for healthier, more active, and more equitable school communities worldwide, in line with UNESCO's quality standards for Physical and Health Education.

unesco Chair
Physical Activity and Health in Educational Settings
University of Basel
Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra
Embassy of Switzerland in South Africa
NELSON MANDELA UNIVERSITY
Province of the EASTERN CAPE EDUCATION
Swiss TPH
Swiss Tropical and Public Health Institute
Schweizerisches Tropen- und Public Health-Institut
Institut Tropical et de Santé Publique Suisse
Associated Institute of the University of Basel
QUALITY PHYSICAL EDUCATION
fit for life
Education 2030
zenodo