

PREFACE

The Eastern Cape Department of Education, Curriculum Chief Directorate in collaboration with the Provincial Learning Area Committee has developed the Physical Education Resource Book. The purpose of the Resource Book is to increase the capacity of the teachers in the implementation of Learning Outcome 4 in Life Orientation.

This process has been informed by the Life Orientation Learning Area Statement and the documents used by the Nelson Mandela Metropolitan University (NMMU) during the Provincial training of Physical Education.

District Curriculum Advisors and teachers are encouraged to engage with the document for effective and efficient implementation of Learning Outcome 4 of Life Orientation.

Acknowledgements

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INTRODUCTION

Physical Education as it was known in the previous dispensation, was officially abandoned from the school curriculum in 1992. It was introduced in 1997 with the implementation of Outcomes Based Curriculum. It features as a learning outcome in Life Orientation. In order to practically present this learning outcome, it is important to compile a broad knowledge and experience of suitable practical activities. This document therefore aims to provide this knowledge and experience. It is a guideline that will assist teachers with the teaching, learning and assessment of learning outcome 4.

BENEFITS OF PHYSICAL MOVEMENT

The following are just some of the health benefits obtained from regular physical activity:

- The pleasure of supple movement
- A sense of well-being
- Less fatigue
- A healthier appearance
- Increased physical and mental efficiency
- Better weight control and body composition
- Better sleeping patterns

CLASSROOM PRACTICE

TEACHING METHODS

There is no one perfect teaching method. The outcomes, situation and personality of the teacher will determine the best method of teaching. There is often a shift from one method to another in the same lesson. In Physical Education formal and informal methods are suitable.

ORGANISATION AT THE START OF /DURING LESSON

- The educator should be visible to all learners
- Learners should not face the sun
- With a large group use a whistle, clapping hands, etc. for attention
- The correct demonstration of an activity, especially a new skill is very important
- In each lesson, regardless of the movement theme, try to do exercises that involve the whole body
- Use words sparsely, just say the necessary. Demonstration is the key.
- Expect learners to do well within his /her own abilities
- Give easier and more difficult movements for under- and over-achievers respectively
- Provide extra activities for learners awaiting their turn

- Always take extra safety precautions to reduce injuries
- Focus on participation more than performance or execution mistakes
- Good discipline must be the order of the day
- No learners will be allowed to sit out during lessons except in cases of illness and injuries

ACTIVITY LEVEL

The activity level is more important than the quality and execution of the movement. Use the following methods to achieve a high activity level.

- Differentiation : easier variations of an activity for learners who are not as competent as others
- Use the stations system
- More groups, preferably not more than 8 members
- Give extra activities for those learners that have to wait for their chance
- Good and sensible planning and preparation

Success in Physical Education depends to a large extent on your ability to organize. Give enough time to learn the correct handling and care of apparatus, dressing room routine, class- and apparatus procedure, etc. Accustom the learners to react to certain signs and orders. Discipline is important and will always be important.

EXEMPTION

This can only be granted in the following circumstances:

- A letter from parents, foster parents or hostel teacher will be valid for a two week period.
- For periods longer than two weeks a doctors certificate (letter from clinic), stating the problem as well the duration of the exemption is required.
- Learners with the following medical problems must be advised to visit a doctor clinic or hospital to determine whether participation will be positive for them; (eye problems, dizziness, faints, chronic headaches, etc).

Learners that do not participate must be constructively occupied through:

- Handling apparatus
- Keeping the scores giving assistance

SAFETY ISSUES IN THE PHYSICAL EDUCATION CLASSROOM

The learner's right to safe participation should always be kept in mind during the presentation of and participation in a Physical Education PE programme.If

carelessness can be proven on the part of the teacher ,the possibility of legal action cannot be excluded.

Knowledge and application of safety measures are thus of great importance in the presentation of PE. The teacher must keep in mind various aspects, among which preparation and planning, playing surface, equipment and organization etc. to keep the play and sport experience as safe as possible. If the teacher is mindful of this she will conform to the principle that prevention is better than cure.

INDEMNITY FORMS AND MEDICAL EXAMINATION

When enrolling at a school, each learner should complete an indemnity form, indemnifying the school and the PE teacher from any liability for injuries which could happen in the PE class, on the condition that all reasonable safety measures and regulations have been followed.

LEARNERS WITH PHYSICAL BARRIERS TO LEARNING

Learners with physical disabilities should be fully included in all PE activities, by adapting activities in creative ways. These adaptations will vary from learner to learner. The following guidelines are recommended:

Rules Prompts & Clues

- Modify activities
- Use peers as partners
- Modify time limits

Oral Prompt

- Provide more space for learners
- Eliminate outs
- All balls to remain stationary
- Place learner with disability near teacher

Equipment

- Lighter or larger ball and bat
- Scoop for catching
- Lower or larger goal/target
- Mark positions on playing field

Boundary/Playing field

- Decrease distance
- Use well defined boundaries
- Adapt play area
- Simplify patterns

Actions

- Change locomotor patterns
- Modify body positions
- Modify grasps

- Reduce number of actions
- Provide frequent rest periods

PROCEDURES IN CASE OF AN ACCIDENT/INJURY

If an accident should happen, the following procedures should be followed:

- Determine the extent of the injury
- Give first aid and report the incident to the principal
- Take the injured, if necessary, to the nearest hospital or doctor
- Inform the parents/foster parents
- Get a written report from two eye witnesses, including the activity the learner was participating in, the sequence of events leading to the injury, a survey of the environment and an evaluation of safety precautions taken
- Complete an accident form in duplicate- one copy for yhe Department of Education and one copy for own portfolio
- Report the accident in the emergency register

THEMES

Physical movement activities can be categorized into three themes, viz,

GAMES&SPORT	RECREATION	FITNESS
Athletics etc	Dancing – social dancing (ballroom, folk)traditional, creative rhythmical with hand apparatus	Aerobics – aqua (water) aerobics, dance aerobics, kickboxing, stepping
Batting and fielding games and sport	Gymnastics – individual and group activities	Circuit training
Invasion games	Hiking	Obstacle courses
Net/wall games and sport	Orienteering	Walking/Running programme
Water activities: Life saving Swimming games and water sports Synchronized swimming		

INTERMEDIATE PHASE

Learning Outcome 4: Physical Development and Movement

The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.

The intermediate Phase learner is developing greater body awareness and improved body control with confidence and competence. The mastery of movement skills and body control serves as a basis for participation in general movement activities and sport. Social skills become more important as the learner's interest in team activities develops and expands to include cooperation and leadership skills.

ASSESSMENT STANTANDARDS	GRADE 4	GRADE 5	GRADE 6
AS 1	<p>Participates in a variety of simplified invasion games.</p> <p>1.1.Examples of invasion Games:</p> <p>Games where one team\ player has to invade (cross) the others' territory to score points. The player that has invaded is penalized.</p> <p>Examples</p> <ul style="list-style-type: none"> • 'Slip and Crawl Soccer' p4 (addendum) • 'Hills and Hollows –p5 (addendum) • 'Hit but not Out' –p6 (addendum) • 'Flag Tag & 	<p>Explores a range of target games.</p> <p>Examples of target Games:</p> <ul style="list-style-type: none"> • 'Seven Stars' P65 (addendum) • 'Dead and Alive' - p68 (addendum) • 'Progression ball' 'Throw ball', ' Ball in the Basket' , 'Rebound ball' p69-73 (addendum) • Paint Ball 	<p>Applies relevant concepts in a variety of striking and fielding games.</p> <p>Examples of striking and fielding games:</p> <ul style="list-style-type: none"> • Hockey, tennis, golf, squash , handball, paint ball, cricket, volley ball, base ball

	<p>Steal the Bacon’- p9 (addendum)</p> <ul style="list-style-type: none"> • ‘Human Spring’-p13 (addendum) • ‘Hot Box’ ,‘Drop Box’ ‘Soccer’, ‘Bat the Carton’– p15 (addendum) • Netball, rugby, basket ball, Handball, Hockey 		
AS 2	<p>Demonstrates different ways to locomote, rotate, elevate and balance using various parts of the body, with Control.</p> <p>Examples: Balancing can either be static or dynamic. Balance activities can be done on different body parts, involving many parts for a wide base of support and few parts for narrow base of support.</p> <ul style="list-style-type: none"> • Balancing e.g. Body lifted and balancing on hands and feet with back facing downwards • Balancing on left hand and left foot alternating with rhythm. • Rocking on your back clutching the knees. • Balancing when catching a ball. • Rotation using various body parts e.g. horizontal axis – arms stretched 	<p>Performs movement sequences that require consistency and control in smooth continuous combination.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Forward roll • Cartwheel • Headstand • Handstand 	<p>Demonstrates refined sequences emphasizing changes of shape, speed and direction through gymnastic actions.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Forward roll • Cartwheel • Headstand • Handstand

	<p>sideways. Vertical axis – arms stretched up or hanging downwards, on both feet and one foot elevated.</p> <ul style="list-style-type: none"> • Elevation – using various body parts legs hand stand, lifting arms, cartwheel, push ups 		
AS 3	<p>Demonstrates basic field and track athletics techniques.</p> <ul style="list-style-type: none"> • Basic athletic techniques e.g. starting, running, • High jump technique, long jump • Techniques for throwing shot-put. 	<p>Demonstrates a range of field and track athletics techniques.</p> <ul style="list-style-type: none"> • Basic athletic techniques e.g. starting, running, handling a baton, handing over a baton. • High jump technique, long jump <p>Techniques for throwing javelin, shot-put and discus.</p>	<p>Participates in a physical fitness programme designed to develop particular aspects of fitness.</p> <p>SEE P153-159 (addendum)</p> <p>Examples</p> <p>Games for developing:</p> <ul style="list-style-type: none"> • Cardio-respiratory fitness • Strength\ muscular endurance <p>Basic exercises addressing strength \ muscular endurance , using own body weight</p> <p>Circuit training</p> <p>Obstacle courses</p> <p>Walking \ Running Programme</p> <p>Cycling</p> <p>Aerobics</p> <p>Kickboxing</p>

AS 4	<p>Performs rhythmic movements with awareness of posture.</p> <p>Postural exercises demonstrated when one is seated, walking, standing and drills Sitting down and touching alternate toes with alternate hands, jumping and touching alternate toes with hands (emphasis should be placed on posture)</p> <p>Dancing with emphasis on posture.</p>	<p>Performs rhythmic movements and steps with attention to posture and style.</p> <p>Postural exercises demonstrated when one is seated, walking, standing and drills Sitting down and touching alternate toes with alternate hands, jumping and touching alternate toes with hands, walking with hands on hips(emphasis should be placed on posture)</p> <p>Dancing with emphasis on posture.</p>	<p>Performs rhythmic patterns of movement with coordination and control.</p> <p>Postural exercises demonstrated when one is seated, walking, standing and drills Sitting down and touching alternate toes with alternate hands, jumping and touching alternate toes with hands (emphasis should be placed on posture)</p> <p>Dancing with emphasis on posture.</p>
AS 5	<p>Identifies dangers and responsible safety measures in and around water.</p> <ul style="list-style-type: none"> • Running water (river, ocean) • Static water (dam, swimming pool) <p>N.B. Water safety activities can be done without swimming pools, it can be done on the floor in the classroom. (P 91-98 addendum)</p>	<p>Demonstrates knowledge of safety measures in and around water.</p> <ul style="list-style-type: none"> • Running water (river, ocean) • Static water (dam, swimming pool) <p>N.B. Water safety activities can be done without swimming pools, it can be done on the floor in the classroom. (P 91-98 addendum)</p>	<p>Applies basic First Aid in different situation.</p> <ul style="list-style-type: none"> • Drowning • Epilepsy • Fainting • Spraining • Asthma attack • Fracture • Cramps • Muscle pull • Bleeding nose

SENIOR PHASE

LEARNING OUTCOME 4

The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.

The Senior Phase learner is entering adolescence and experience rapid physical change. The refinement of movements is aimed at developing precision and agility. These are to be

emphasized in different situations. Lifelong participation in physical activities promoting fitness needs to be encouraged.

ASSESSMENT STANDARDS

ASSESSMENT STANDARDS	GRADE 7	GRADE 8	GRADE 9
AS 1.	<p>Participates in an outdoor adventure programme through orienteering in different environments.</p> <p>Orienteering involves providing learners with a map whether it be a map of the local neighbourhood, the school grounds sports field etc. On the map certain points or beacons are highlighted, which learners have to find by orienteering themselves according to the map. Examples of environment:</p> <ul style="list-style-type: none"> • Water • Sport field • School grounds 	<p>Plans and participates in an adventurous recreational outdoor activity.</p> <ul style="list-style-type: none"> • Team building • Educational dance • Skipping circuits • Tug of war 	<p>Participates in and evaluates own performance in an adventurous recreational outdoor activity.</p> <p>In educational dance one can evaluate:-</p> <ul style="list-style-type: none"> • Time • Space • Power • Continuity • Smoothness
AS 2	<p>Performs a sequence of physical activities including rotation, elevation, and balance movements.</p> <p>Balancing can either be static or dynamic. Balance activities can be done on different body parts, involving many parts for a wide base of support and few parts for narrow base of support.</p> <ul style="list-style-type: none"> • Balancing e.g. Body lifted and balancing on hands and feet with back facing downwards • Balancing on left hand 	<p>Plans and implements a programme to improve techniques of rotation, balance and elevation.</p> <p>Balancing can either be static or dynamic. Balance activities can be done on different body parts, involving many parts for a wide base of support and few parts for narrow base of support.</p> <ul style="list-style-type: none"> • Balancing e.g. Body lifted and balancing on hands and feet with back facing downwards • Balancing on left hand 	<p>Refines and evaluates own and peer movement performance including rotation, balance and elevation.</p> <p>Balancing can either be static or dynamic. Balance activities can be done on different body parts, involving many parts for a wide base of support and few parts for narrow base of support.</p> <ul style="list-style-type: none"> • Balancing e.g. Body lifted and balancing on hands and feet with back facing downwards • Balancing on left hand

	<p>and left foot alternating with rhythm.</p> <ul style="list-style-type: none"> • Rocking on your back clutching the knees. • Balancing when catching a ball. • Rotation using various body parts e.g. horizontal axis – arms stretched sideways. Vertical axis – arms stretched up or hanging downwards, on both feet and one foot elevated. • Elevation – using various body parts lifting arms, legs hand stand, cartwheel, push ups 	<p>and left foot alternating with rhythm.</p> <ul style="list-style-type: none"> • Rocking on your back clutching the knees. • Balancing when catching a ball. • Rotation using various body parts e.g. horizontal axis – arms stretched sideways. Vertical axis – arms stretched up or hanging downwards, on both feet and one foot elevated. • Elevation – using various body parts lifting arms, legs hand stand, cartwheel, push ups 	<p>and left foot alternating with rhythm.</p> <ul style="list-style-type: none"> • Rocking on your back clutching the knees. • Balancing when catching a ball. • Rotation using various body parts e.g. horizontal axis – arms stretched sideways. Vertical axis – arms stretched up or hanging downwards, on both feet and one foot elevated. • Elevation – using various body parts lifting arms, legs hand stand, cartwheel, push ups
AS 3	<p>Participates in and reports on a fitness programme.</p> <p>A fitness programme is a continuous activity that is done over a period of time to achieve a certain objective and should be measurable, e.g. No. of push-ups in a given time, strength and flexibility, speed.</p>	<p>Participates in a fitness programmes and records progress.</p> <p>A fitness programme is a continuous activity that is done over a period of time to achieve a certain objective and should be measurable, e.g. No. of push-ups in a given time, strength and flexibility, speed.</p>	<p>Assesses own physical wellness level and sets personal goals for improvement.</p> <p>A fitness programme is a continuous activity that is done over a period of time to achieve a certain objective and should be measurable, e.g. No. of push-ups in a given time, strength and flexibility, speed.</p>
AS 4	<p>Designs and plays a game that includes the concept of invasion.</p> <p>Page 17 – 19 (addendum)</p>	<p>Designs and plays target games.</p> <p>Page 95 – 100 (addendum)</p>	<p>Critically evaluates and executes a game plan for individual or team sport.</p> <p>Make variations of games done in previous grades. Include individual and team games, rules and time</p>
AS 5	<p>Investigates fair play in a variety of athletic and sport activities.</p> <ul style="list-style-type: none"> • Observe rules • Equipment used. 	<p>Investigates and reports on gender equity issues in a variety of athletic and sport activities.</p> <ul style="list-style-type: none"> • Media coverage of National Teams. 	<p>Reports on and discusses sport ethics.</p> <ul style="list-style-type: none"> • Sportsmanship • Discipline and

	<ul style="list-style-type: none"> • Time • Number of players • Age • Terrain 	<ul style="list-style-type: none"> • Sponsorships of National Teams • No of women teams representing the country. { local, Provincial and National } • Women in managerial positions. • Sports awards to women. • Growth (developmental) opportunities. 	<ul style="list-style-type: none"> behaviour • Tameness • Organisation
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LIFE ORIENTATION LESSON PLAN

Grade: 6 Duration: 60 Minutes Content in Context: Rhythmic Movements:-

Number of Learners: 50

Assessment Standard	Learning Activities	Details of Assessment	Barriers
AS 1 Performs rhythmic patterns of movement with coordination and control.	1. Introduction 10 minutes warming up. Moving as follows:- Power of movement on tiptoe / softly /stamping feet. Time as fast/slow as you can. Decrease and increase speed. Continuity-jerky, on ice smooth, machine Space:- very small, tall, using arms (straight, bent, motionless)	Rubric	Learners with barriers will move at their own pace as long as they are participating.
	Lesson Focus: Learners will be creating a dance in groups. Dance should include the following routines or sequence movements. <ul style="list-style-type: none"> • In one place • Forward • Circles • Connect in a logical way • Continuous way • Consists of three parts -start -climax		

	<p>-ending</p> <ul style="list-style-type: none"> • Simple floor patterns i.e. lines, formation circles etc. • Groups create a dance by depicting a scene or an animal i.e. a thunderstorm (wind, leaves, blowing, rain, rain, thunder, moving clouds, lightning, etc.) • Fireworks works show A cat which creeps up and jumps a cage of chickens. • A room where the following happen simultaneously <p>-pot boiling on stove -kettle boiling (steam) -washing machine/ vacuum cleaner -fruit juice blender and other examples. Groups may choose similar dance. The learners should make a dance that will show:</p> <ul style="list-style-type: none"> -rhythmic patterns of movement -coordination -control of movement 		
	<p>2. Cooling Down: - Play soothing music. Learners lie down on the floor with eyes closed relaxing each body part i.e. Neck, shoulders, arms, legs feet etc. breathing in and out slowly.</p>		

GROUP ACTIVITY

OBSERVATION SHEET

NAMES	Movements (one place, forward, circles)	Rhythmic Patterns	Control and coordination	Enjoyment of the song	Continuity	Participation	Total
	7	5	4	3	6	3	30
Khaya							
Wezi							
Fufu							
Drop							
Sbuku							
Khithas							
Marie							

Johny							
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Grade: 5 Duration: 60 Minutes Content in Context: Gymnastics Cartwheel
Number of learners: 50

Selected Assessment Standards	Learning Activities	Details of Assessment	Barriers
AS 2 Performs movement sequences that require consistency and control in smooth and continuous combinations.	1. Introductory Activity: Game: Crows and Cranes. Learners stand in two teams in lines next to each other. When the teacher calls out either “crows or cranes” the called team runs to tag the team, who tries to get away. The learners who are tagged become part of the other team. In the end the team with most members wins.		Learners with barriers will move at their own pace as long as they are participating.
	2. Lesson Focus: Review handstand. Learners stand in 4 lines in front of wall. Each learner works with a partner. Learners do handstand against a wall with support of partner as learnt in the previous lessons. 3. Learn cartwheel. 10 lines on the floor, Circuits with 5 stations of progressive learning steps for cartwheel. 4 learners at each station. Repeat activity in that station for 4 minutes before changing, until all have done all stations. Station 1: Bunny handstands kick over the line. Station 2: Step I foot and do half cartwheel over line. Station 3: Hands on bench, kick feet over. Station 4: Half cartwheel over bench. Station 5: Full cartwheel with support. Station 6: Do cartwheel without support.	Observation sheet.	
	Closing Activity: Learners spread out in an open space. One learner is		

	identified to be the first chaser. The chaser tries to tag any other learner. The tagged learner has to do one cartwheel on the spot before trying to tag someone else. Each time a learner is tagged, all the learners who have been tagged, also have to cartwheel with the newly tagged learner.		
	Resources: Soft surface, wall, low benches/ chairs		

Observation Sheet

NAME	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	TOTAL	DESCRIPTOR
	5	5	5	5	5	25	
Lizo	4	3	4	4	5	24	Excellent
Sindi	4	3	3	2	2	14	Proficient
Gwen	4	4	4	5	5	22	Excellent
Patty	2	1	2	1	1	7	Limited
Mzi	3	2	1	2	1	9	Adequate
Lulu	3	4	4	3	4	18	Proficient
Stella	1	2	2	1	1	7	Limited
Bishop	4	4	5	5	5	23	Excellent
Malandi	3	2	4	4	3	16	Proficient
Manko	2	1	2	2	1	8	Adequate

The following levels, percentage scales and descriptors inform the description of performance per level and the allocation of marks on the assessment tool

Level of Performance	Descriptors	% Scale
E	Excellent (wow)	75 – 100%
P	Proficient (Looking good)	50 – 74 %
A	Adequate (still lots of room for improvement)	30 – 49 %
L	Limited (Lacking in many areas/ not attempted)	0 – 29 %

Grade: 7 Duration: 120 Minutes **Content in Context:** Fitness Circuit Training
Number of Learners: 50

Selected LOs & ASs	Learning Activities	Details of Assessment	Barriers
AS 3 Participates in and reports on a physical programme	1. Introduction. Warming up. (12-15mnts) Learners move to the beat of a drum or other percussion instrument. Movements should be : <ul style="list-style-type: none"> • Changes in direction. • Different levels e.g. moving on toes, jumping, crawling, crouching etc. • Various pathways. • Involve all body parts • Learners move according to the speed and intensity of the drum. To make this activity interesting one can	Informal assessment over a period of time whilst learners were exposed to a wide variety of physical fitness and exercises. Educator gives meaningful feedback on learners’ performance. Learners will report on their own. Assessment tools. Observation sheet	Learners with barriers will move at their own pace as long as they are participating.
	2. Lesson Focus. Set up stations (8 – 10) <ul style="list-style-type: none"> • Students are instructed to start by performing any of the warm up movements and move to a station when the music changes. There should be not more than 5 learners at a station at a time. Do repetition of the exercise in each station within the given time. STATION 1. ABDOMINALS <ul style="list-style-type: none"> • Do curl - ups • Do full sit - ups. STATION 2. ARMS <ul style="list-style-type: none"> • Do crab push – up • Do pull – up STATION 3. QUADRICEPS <ul style="list-style-type: none"> • Perform Plies (bending knees) dance (ballet term) • In Plies position bounce a ball off the wall standing with heels together feet pointing opposite direction. STATION 4. WHOLE BODY <ul style="list-style-type: none"> • Using jump ropes make continuous movements forward and backwards with varying 		

	<p>patterns.</p> <ul style="list-style-type: none"> • Lay the rope in a straight line on the floor. Then jump back and forth or sideways over it continuously. <p>STATION 5. UPPER BACK AND RHAMBOIDS</p> <ul style="list-style-type: none"> • Standing with bent knees and legs in straddle position, do upright rows with weights not exceeding 20 times within the given time. <p>STATION 6. CHEST</p> <ul style="list-style-type: none"> • Lie on a bench or floor mat and do fly wings with weights not exceeding 20 times. • Do push-ups or modified push ups (on knees) not exceeding 20 times. <p>STATION 7. AEROBIC DANCE.</p> <ul style="list-style-type: none"> • Gallop between markers • Slide between markers • Skip between markers <p>STATION 8. WHOLE BODY Line touch – bending and stretching.</p> <ul style="list-style-type: none"> • Run back and forth between lines, touching the line with the hand each time more or less 10 repetitions. • Two hold line raising level for touching by other members. Interchange positions. 		
	<p>RESOURCES: markers, ropes weights, balls, stop watch, benches</p>		

OBSERVATION SHEET

Assessment can be done by the teacher or peer or self

Name of group:

Names of learners

.....

	ACTIVITY (stations)	WEEK 1	WEEK 2	WEEK 3	WEEK 4
		10	10	10	10
1	ABDOMINALS <ul style="list-style-type: none"> • Curl – ups • Sit ups 	e.g. 3	5	7	10
2	ARMS <ul style="list-style-type: none"> • Crab push – ups • Pull – ups 				
3	QUADRICEPS <ul style="list-style-type: none"> • Plies • Plie and bounce ball 				
4	WHOLE BODY (jump rope) <ul style="list-style-type: none"> • Continuous forward and backward varying patterns. 				
5	UPPER, BACK AND RHOMBOIDS <ul style="list-style-type: none"> • Standing bent knees – legs in a straddle position • Flying wings do upright rows with weights 				
6	CHEST <ul style="list-style-type: none"> • Lie on bench/ floor do fly wings with weights • Push – ups / modified push - ups 				
7	AEROBIC DANCE STEPS <ul style="list-style-type: none"> • Gallop • Slide • Skip 				
8	WHOLE BODY <ul style="list-style-type: none"> • Running touching 				

	line				
	<ul style="list-style-type: none"> Running and jumping touching line at different levels 				

Grade: 6 Duration: 120 Minutes **Content in Context:** shapes,

Speed and direction in Gymnastics

Number of Learners: 50

Selected Assessment	Learning Activities	Details of Assessment	Barriers
AS 2 Demonstrates refined sequences emphasizing changes of shape, speed and direction through gymnastic actions	1. INTRODUCTORY ACTIVITY. In circle learners join hands and walk to the middle of the circle right, left right and then touch left foot then right foot repeat walking backwards.	Observation sheet	Learners with physical challenges can assist with counting, holding equipment, and ma do adapted activities
	2. LESSON FOCUS Teacher explains/demonstrates movements one at a time. 1) March forward to a rhythm, jog, and run, sprint backwards. 2) Skip 4 times forward with a rope varying tempo (in rhythm) 3) Repeat backwards. 4) Jump in and out of hoops swinging right then left. 5) Repeat forming circles and then start sequence again 2 times. 6) Repeat forming circles and then start sequence again.2-3 times		
	3. CONCLUSION. Learners in a double circle, facing each other do this dance: <ul style="list-style-type: none"> Jump Jim Jo Take a little whirl, and around you go Slide, slide and stamp just so You are a sprightly little fellow When you jump, Jim Jo (Take another partner) 		
	RESOURCES: skipping ropes, music, hoops, and colour bands.		

OBSERVATION SHEET

NAMES	MARCHING	SPEED	RHYTHM	DIRECTION
Mike				
Spho				
Dee				
Fergus				
Zan				
Mpura				
Ncusta				
Sindi				
Nonis				
Quartana				

SCALE

LIMITED (0 -29)	ADEQUATE (30-49)	PROFICIENT(50-74)	EXCELLENT(75-100)
Does not march correctly- clumsiness in swinging of arms, co-ordination bending of knees, Wrong posture Does not keep to the rhythm Does not keep changing of direction	Marches as demonstrated, correct arm swinging, fair co-ordination, knees bend correctly, keeps posture, , keeps rhythm to a certain extent, Changes direction easily	Marches well with correct posture, keeps rhythm, changes direction promptly swings arms well, good co-ordination	Marches well, with toes straight, torso erect, eyes focused keeping rhythm and changing tempo with music changes direction swiftly and composed.

Grade: 9 Duration: 120 Minutes Content in Context:
Speed and direction in Gymnastics
Number of learners: 50

Selected Assessment	Learning Activities	Details of Assessment	Barriers
AS 4. Critically evaluates and executes a game plan for individual or team.	1. Introduction: Group learners. <ul style="list-style-type: none"> • Let each group choose a game for a group or individual e.g. rugby, soccer, tennis or golf. I. Each group/individual plans for the game. II. They consider the following:- III. Warm up – was it suitable for the sport chosen? IV. Was time allocated for the sport suitable? V. Skill Development- Is there a build up? VI. What techniques will be used e.g. catching, throwing, kicking, scoring, shooting VII. Equipment – Is equipment relevant for the sport? VIII. Were the rules clearly stated and obeyed? IX. Enjoyment – was the sport enjoyed by everybody?	Rubric	Learners with physical challenges may not participate in the actual game but can have it adapted to suit their challenges

ASSESSMENT RUBRIC

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Relevance of warm up activity	Warm up activities are not related to the sport	Some activities were relevant to the game	Warm up activities are directly related to the sport.	All the warm up activities were relevant and well done
Skills developed in the game	The game was clumsy with no skills shown	Few skills were demonstrated during the game.	Enough skills were shown during the sport.	A lot of skills were used and made the game entertaining.
Observation of rules.	There were few rules and they were not observed	Some rules were observed	Rules were observed.	All rules were observed and carried out.
Enjoyment of the game	Participants did not enjoy the game	Some of the players enjoyed the game	Players enjoyed the game.	All the players as well as spectators enjoyed the game

BASIC PHYSICAL EDUCATION EQUIPMENT

ITEM DESCRIPTION	QUANTITY PER CLASS	SET
1.Hoops	45	
2.Rubber balls	45	
3.Beanbags	45	
4.Tennis balls	45	
5.Skittles	20	
6.Small landing mat	Set of 20	
7.Wooden bats	20	
8.Plastic colour bands	50 different colours	
9.Whistles	2	
10.Climbing frame	1	
11.Long benches	4	
12.Skipping ropes-2 metres and durable	45	
13.Netball	6	
14.Soccer balls	6	
15.Netball poles, rings and nets		
16.Rugby balls	6	
17.Cricket balls	12	
18.Cricket stumps	2	2 sets
19.Relay batons	2	2 sets
20.First Aid Kit		
21.Softball balls	8	
22.Mitts	8	
23.Helmet	2	
24.Hockey balls	10	
25.Hockey pole nets	2	
26.Stop watches	3	
GRADE 9		
28.Compasses	5	
29.Adventure outdoor activity programme	3	
30.Strong rope for mountaineering	5	
31.Rhythmic ribbons	30	

TAKING CARE OF THE PHYSICAL EDUCATION EQUIPMENT

- Keep the store room clean and tidy
- Allocate one area for each specific equipment
- Keep a log book for the equipment
- Check all the equipment once a term

- Repair or replace broken equipment
- Allocate one learner to be responsible for the equipment room
- Check the safety precautions of the equipment regularly