

# PHYSICAL EDUCATION 4 LIFE

A PHYSICAL EDUCATION GUIDE FOR EDUCATORS IN NAMIBIA

Grade 4 to 7



**ipess**

Integrated Physical Education and School Sports  
learn. go. grow



**UNAM**  
UNIVERSITY OF NAMIBIA



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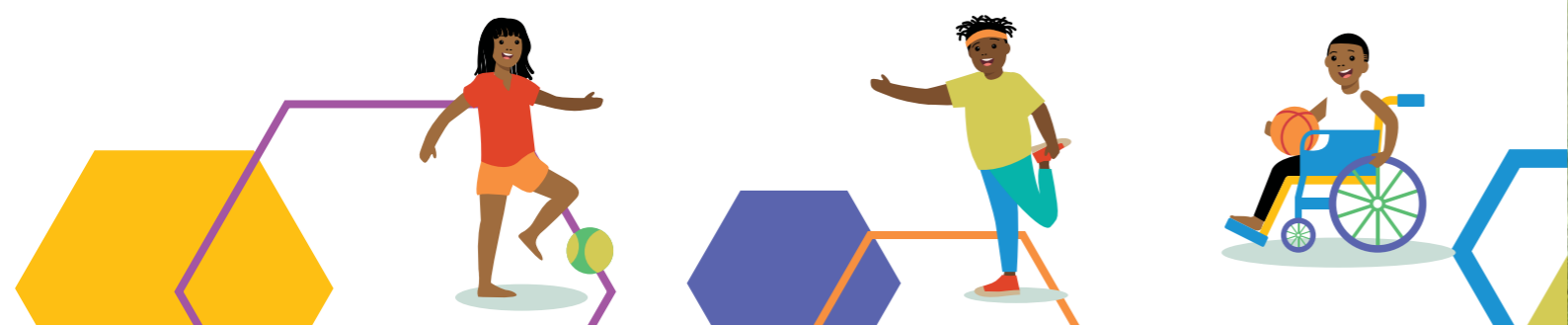
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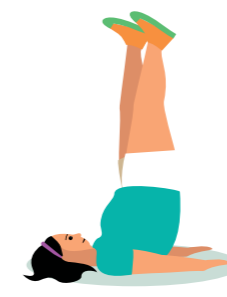
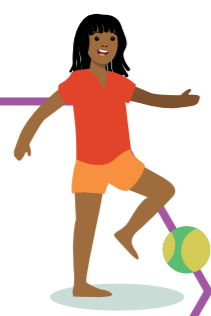
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<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>BMZ</b>	German Federal Ministry for Economic Cooperation and Development
<b>CBO</b>	Community-Based Organisation
<b>COVID-19</b>	Coronavirus Disease 2019
<b>EHRD</b>	Education for Human Rights and Democracy
<b>FIFA</b>	Fédération Internationale de Football Association
<b>GBV</b>	Gender-Based Violence
<b>GIZ</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH
<b>HIV</b>	Human Immunodeficiency Virus
<b>ICT</b>	Information and Communication Technology
<b>IOC</b>	International Olympic Committee
<b>IPESS</b>	Integrated Physical Education and School Sport
<b>ISHP</b>	Integrated School Health Programme
<b>SP</b>	Senior Primary
<b>KAP</b>	Kazan Action Plan
<b>LCE</b>	Learner-Centred Education
<b>MoEAC</b>	Ministry of Education, Arts and Culture
<b>MoSYNS</b>	Ministry of Sport, Youth and National Service
<b>NGO</b>	Non-Governmental Organisation
<b>NIED</b>	National Institute for Educational Development
<b>NSSU</b>	Namibia Schools Sport Union
<b>PA</b>	Physical Activity
<b>PE</b>	Physical Education
<b>PE4Life</b>	Physical Education for Life
<b>QPE</b>	Quality Physical Education
<b>S4D</b>	Sport for Development
<b>S4DA</b>	Sport for Development in Africa
<b>SS</b>	School Sport
<b>SDGs</b>	Sustainable Development Goals
<b>SS4D</b>	School Sport for Development
<b>TB</b>	Tuberculosis
<b>UNAM</b>	University of Namibia
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organisation
<b>UNICEF</b>	United Nations International Children's Emergency Fund
<b>WHO</b>	World Health Organisation

The mission of the Ministry of Education, Arts and Culture is to provide accessible, equitable and inclusive quality education for a tolerant, skilled, productive and competitive nation. The post-2015 Development Agenda also recognises the importance of critical, creative and innovative thinking, problem-solving and decision-making alongside non-cognitive skills such as empathy, openness to experiences and other perspectives, interpersonal and communication skills. Physical education (PE) provides a unique and distinct opportunity to acquire these skills that translates into productive, self-confident and socially responsible citizens.

Physical education, as an integral part of the general education process, aims to make a meaningful contribution towards improving the quality of life of young people, enabling them to maintain a healthy lifestyle and to function effectively in society. Physical education develops attitudes and practices, and further knowledge and activities, which promote physical and mental health and promotes cooperation, positive competition, sportsmanship and fair play through participation in different games and various sports codes.

Namibia, just as with other countries, faces many challenges in achieving its goals, which include non-communicable and lifestyle diseases which are amongst the leading causes of death in Namibia. It is our belief that if we provide learners with the environment and the tools to acquire fundamental physical skills, this will contribute to a lifetime of physical activity.

Some of the other challenges facing Namibia include gender-based violence, substance abuse, the HIV incidence and prevalence among adolescents, and the high rate of learner pregnancies, which constitute significant barriers to the health and well-being of Namibian children and young people. These challenges have resulted in significant rates of school repetition and high attrition rates across the education sector.

Physical education as a subject in the National Curriculum for Basic Education contributes to health and wellness education. As outlined in the UNESCO guidelines for Quality Physical Education (QPE), a strong curriculum promotes movement competence to structure thinking, express feelings and enrich understanding. Grades 4 to 7 can be characterised as the development phase in physical education. The learners should develop movement through participation in play-like activities in which enjoyable, challenging, self-expressive and self-discovery situations are created. In Grade 4, learners are physically and emotionally energetic and motivated to such an extent that they should start with the development of various techniques, while sports skills will begin to be taught more systematically in Grades 5, 6 and 7. The purpose of physical education is to educate the learner holistically: physically, cognitively, emotionally and socially. The main focus of physical education, therefore, must be to educate the whole person.

Life skills are not only learned through textbooks but through implementation and learning by doing. The MoEAC has realised the potential of Integrated Physical Education and School Sports (IPESS) as a vehicle not only to a healthy nation but also towards improving the life skills of our learners. S4D is defined as the intentional use of sport and physical activity to bring about positive change in the lives of communities. This manual brings together PE and relates it to how learners can cope with real-life situations.

The IPESS programme forms part of the overall Integrated School Health Programme (ISHP), which emphasises physical, social and mental well-being. Quality PE has the potential to teach learners how to recognise and manage risk, accept responsibility for their own behaviour and learn how to cope with both success and failure.

The Ministry has joined forces with the Ministry of Sport, Youth and National Service, the University of Namibia (UNAM), the University of Science and Technology (NUST) and the GIZ regional project 'Sport for Development in Africa' (S4DA) on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ) to develop a range of PE4Life educators' guides. This senior primary guide contains sample lesson plans for PE teachers, which are age-appropriate and integrate the outcomes of the physical education curriculum with Sport4Development (S4D) outcomes.

It is our ardent belief that if teachers engage with these materials, it will lay the foundations for a caring and understanding school environment, which will contribute to the success of learners in all realms of life. PE educators can make a huge impact on the outcomes of each and every learner in your class. I appeal to all teachers to fully embrace this programme and engage actively with this guide.

Yours in Physical Education



**Sanet L. Steenkamp**

Executive Director

Ministry of Education, Arts and Culture



Welcome to the “Physical Education for Life” (PE4Life) Educator’s Guide for the Senior Primary Phase.

PE4Life is about promoting **physical education (PE)** as a subject in schools but also encouraging lifelong participation in **physical activity (PA)** and sport, and using PE, PA and sport as tools for holistic development. By holistic development we mean physical, cognitive, emotional and social development.

There has been a global decline in the delivery of Quality Physical Education (QPE). Participation in sport is also declining at a rapid rate. This guide aims to provide educators and other stakeholders with the tools to develop lifelong participation in PA and sport.

This guide **supplements the PE syllabus** for the senior primary phase. Although the main target of this guide is educators in the senior primary phase of schools in Namibia, it is evident that the current PE programme should be supplemented by after-school activities to bring about lifelong behavioural change in children.

The guide will introduce educators to a methodical approach to integrating holistic developmental elements into PE sessions at schools in an innovative and unique way. There will also be guidance on integrating PE with school sport.

The guide is a collaborative effort between members of the PE4Life Task Team consisting of the following institutions:



This integration of **PE** and holistic developmental outcomes and sport forms the basis of “Physical Education for Life” (PE4Life).

**NB** — In the context of this guide, the term “educators” is used to include teachers and education officers, as well as other role players, such as coaches or parents, who play a role in “educating” children. Although the guide will mainly target “teachers” it is important to involve other role players to achieve the objectives and outcomes of PE4Life.

The guide is closely aligned to the PE syllabus for the senior primary phase (Grades 4 to 7). The sample activity sessions in this guide will align with themes and topics from the syllabus. Thus, PE4Life topics include personal development skills, life skills, values, social issues and healthy lifestyle themes.

The guide will **not cover the entire PE syllabus** for the senior primary phase. The sample sessions will provide examples across the themes and topics in the syllabus but do not provide a year plan. Educators will need to be **creative** and **innovative** and apply the principles to other PE sessions where relevant and applicable. Although the sample activity sessions are planned for 45 minutes each, the educators must be flexible and prepared to spread the activity sessions over several periods if necessary.

The overall aim should be to achieve sustainable, lifelong personal and societal developmental outcomes. It is meant to be a practical guide to assist PE educators to implement effective **PE4Life sessions**.

The drive to promote PE, PA and sport is part of a global agenda. A significant development in the field of PE internationally is the development of the Kazan Action Plan (KAP). KAP is a tool for aligning international and national policies in the fields of PE, PA and sport with the United Nations’ 2030 Agenda.

Educators are urged to embrace PE, PA and sport as tools for holistic development. This guide will strongly advocate the Learner-Centred Education (LCE) approach, which will be explained later. This guide will suggest a new and different approach that educators may not be familiar or comfortable with. Please provide feedback as you implement PE4Life at your school or in your community so that we may gradually improve the programme.

The first part of the guide will focus on the **theory** of PE4Life and will make a case for PE, PA and sport. The second part of the guide will provide **sample sessions**.

**CHAPTER 1** provides an overview of PE with a particular emphasis on PE in Namibia. There is reference made to the PE syllabus for the senior primary phase. The reader is also introduced to key PE concepts such as “**physical literacy**” and “**physical activity**.”

**CHAPTER 2** introduces key concepts such as **sport, sports development, Sport4Development, Sport4Life and holistic development**. Most educators and coaches in Namibia may have a good understanding of competitive sport but this chapter introduces different approaches and concepts. These concepts can cause confusion if not understood correctly from the outset.

**CHAPTER 3** introduces the educator to the key purpose of this guideline, the **Physical Education for Life** programme. It outlines the aims and objectives of PE4Life and brings across the message that PE4Life sessions are different in that they combine physical activity with other developmental objectives. In this chapter, educators are encouraged to form partnerships with other stakeholders to make the implementation of PE4Life more manageable and sustainable. Educators are also encouraged to organise development-orientated events.

**CHAPTER 4** begins with an outline of the **roles and responsibilities of the PE4Life educator**. The chapter explains that the educator must now play a totally different role. The chapter introduces the critical aspect of **safeguarding learners** and dealing with issues of abuse and harassment. The chapter also guides educators on how to adapt training sessions to comply with any Covid-19 related practices if applicable. The chapter further introduces the concept of “**connected physical education**”, an approach in which educators form stronger relationships with learners and other stakeholders.

**CHAPTER 5** introduces the educator to **safeguarding children**. Safeguarding is part of a global agenda to prevent all forms of harassment and abuse in **physical education and sport**. This chapter outlines what safeguarding is all about, different forms of harassment, abuse and poor practice and ways to deal with concerns.

**CHAPTER 6** introduces **inclusive education** and strategies for inclusion into PE4life sessions such as the TREE framework and Tiemann’s model of action. Furthermore, it elaborates on the roles and responsibilities of an inclusive educator/coach, the role of parents and the community, as well as provides planning tips on preparing your practical inclusive sessions

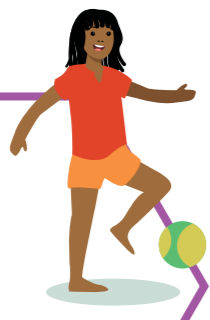
**CHAPTER 7** explains to the educator how to **plan and structure their PE4Life activity sessions**. Every step is explained and new concepts such as the “**opening circle**” and “**closing circle**” are explained in more detail. The importance of planning is also emphasised.

**CHAPTER 8** provides the educator with **sample sessions**. The educator must understand from the onset that this is not a comprehensive set of sessions to cover every PE topic in the syllabus but merely a few examples of how physical activity, games and sport can be integrated with personal development topics, life skills and healthy lifestyle themes. Using these examples and their own creativity, educators should be able to apply these principles to other PE topics.



# CHAPTER 1

## WHAT IS PHYSICAL EDUCATION?



Physical education has long been recognised globally as an essential element in the holistic development of individuals and society. Below are three key policy documents to support the implementation of PE and sport. Educators are advised to peruse these documents.

**(i) The Declaration of Berlin 2013 – UNESCO’s World Conference of Sports Ministers (MINEPS V)**

“Physical education is the most effective means of providing all children and youth with the skills, attitudes, values, knowledge and understanding for lifelong participation in society.”

**(ii) International Charter of Physical Education and Sport, 1978 (UNESCO)**

“Every human being has a fundamental right of access to physical education and sport, which are essential for the full development of his personality. The freedom to develop physical, intellectual and moral powers through physical education and sport must be guaranteed both within the educational system and in other aspects of social life.”

**(iii) Quality Physical Education (QPE), 2015 (UNESCO)**

“Physical education, as the only curriculum subject whose focus combines the body and physical competence with values-based learning and communication, provides a learning gateway to grow the skills required for success in the 21<sup>st</sup> century.”

There are numerous definitions of PE. For the purpose of this guide, we will use the definition below.

“PE is a course taught in school that focuses on developing physical fitness and the ability to perform and enjoy day-to-day physical activities with ease....”<sup>1</sup>

In Namibia, the importance of PE in schools has also been recognised. PE is compulsory in Namibia and, in the senior primary phase, the syllabus prescribes one period of PE per week “under optimal” circumstances. This is not sufficient to bring about lifelong behavioural change. The syllabus further recommends that PE in schools is supplemented by “school sports clubs and sports days.” This should be further supplemented by community-based programmes.

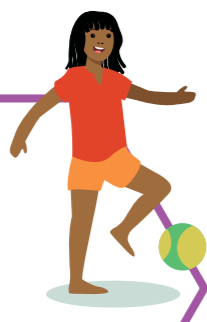
### ALIGNMENT BETWEEN PE4LIFE AND PE IN NAMIBIA

PE4Life is not the same as the current PE programme in place in Namibian schools. PE4Life involves much more. It involves after-school sport and encouraging regular physical activity. The PE4Life programme nevertheless aligns closely with the senior primary syllabus for PE.

The syllabus is available on the NIED website and aligns with the aims and objectives of PE4Life.<sup>2</sup> The elements which align well are summarised below.

<sup>1</sup> See <https://study.com/lesson/what-is-physical-education-definition-overview.html>

<sup>2</sup> See [http://www.nied.edu.na/assets/documents/02Syllabuses/03SeniorPrimary/PhysicalEducation/SP\\_Syllabuses\\_PE\\_Mar2015.pdf](http://www.nied.edu.na/assets/documents/02Syllabuses/03SeniorPrimary/PhysicalEducation/SP_Syllabuses_PE_Mar2015.pdf)



### AIMS OF PHYSICAL EDUCATION

The cornerstone of PE is to educate the learner holistically: physically, cognitively, emotionally and socially. The main focus of PE, therefore, must be to educate the whole person. The aims of PE are:

- To develop and improve learners’ perceptual-motor skills and widen their movement experience through participation in a variety of movement forms (movement development)
- To help maintain and develop physical fitness and efficiency (physical development)
- To develop an understanding of good health through an interest in, and respect for, their own bodies (health development)
- To enhance emotional stability, including a positive self-image, self-control, independence, confidence, own decision-making and creative ability, based on a well-grounded system of values (affective/emotional development)
- To develop healthy interpersonal relationships (social development)
- To develop an understanding of good normative behaviour based on a healthy value system (normative development)

### LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES

- Environmental Learning
- HIV and AIDS
- Population Education
- Education for Human Rights and Democracy (EHRD)
- Information and Communication Technology (ICT)
- Road Safety

The sample sessions will include some but not all the cross-curricular issues. The PE4Life educator should make every attempt to integrate content from these cross-curricular issues into their sessions.

The cross-curricular issues can also be dealt with during S4D sessions after school.

Another way of dealing with cross-curricular issues is to include them in extracurricular activities such as:

- School clean-up campaigns (Environmental Learning)
- Tree planting and beautifying the school environment (Environmental Learning)
- Making sports equipment from recyclable materials (Environmental Learning)
- Age-appropriate anti-bullying activities (Education for Human Rights)
- Activities celebrating diversity (Education for Human Rights)

These are just a few examples of integrating various aspects of sport and PE into other curricular issues. **After-school activities** will complement the sessions during school hours and significantly contribute to the holistic development of the learners but also deal with these social issues in a unique and more effective way.

### APPROACH TO TEACHING AND LEARNING

The approach to teaching and learning advocated in this guide is based on the paradigm of **Learner-Centred Education (LCE)**. This approach aligns very well with the fundamental principles of the PE4Life approach. The LCE approach ensures optimal quality of learning if the principles are put into practice.

## ALIGNMENT BETWEEN PE4LIFE AND PE IN NAMIBIA (CONTINUED)

### What is LCE?

LCE comes directly from the National Goals of equity (fairness) and democracy (participation). It means that the educator puts the needs of the learner at the centre of what they do, as opposed to the learner being made to fit into what the educator has planned. It also means that the educator must start by finding out the learner's existing knowledge. The PE4Life approach is designed to do exactly that. Each PE4Life session starts with an "opening circle" during which the educator asks the learners open questions to find out what they already know.

Example: In the conventional method of teaching (teacher-centred), the educator may start a PE lesson by saying "Today we are going to have a lesson on muscular endurance." Using the LCE approach, however, the educator would say things like, "Who can tell me what muscles are? Do you agree? Everybody, show me your muscles."

Children in the senior primary phase are young adolescents. They begin to discover themselves and their place in the world. They are developing a growing ability to distinguish right from wrong. They begin to think like adults, but they don't act like adults because they lack life experience. Their views and perspectives must be appreciated. They must be empowered and given the opportunity to think, make decisions and take responsibility. It is important that learners become **partners** in the learning process, rather than merely following the instructions of the educator in a strict hierarchy. Educators and coaches must be prepared to "share power" as opposed to only imposing their will on the participants.

### END OF PHASE COMPETENCIES

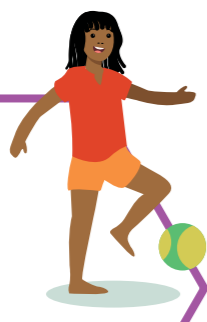
Although this guide will not be able to cover every single competency, it is worth noting the competencies expected for the phase. On completing Grade 7 of the senior primary phase of education in PE, learners are expected to have mastered the following competencies:

- (i) Participate regularly in physical fitness activities, demonstrating muscular strength, endurance, flexibility and coordination.
- (ii) Demonstrate and apply a combination of skills with parents such as loco-motor, rotational, jumping and balancing activities using small and big apparatus.
- (iii) Demonstrate endurance by performing different activities such as running, jumping and throwing, and participating in competitive activities.
- (iv) Show cooperation with others and an attitude of healthy competition.
- (v) Demonstrate positive sportsmanship and an adherence to safety rules, such as changing into appropriate clothes, obeying commands and taking care of apparatus.
- (vi) Apply muscle control skills such as dribbling, kicking, throwing and catching.

### WHAT IS PHYSICAL ACTIVITY?

Whereas **physical education (PE)** refers to the formal physical development programme in schools as per the definition above, **physical activity (PA)** is a broad term referring to all bodily movement that uses energy. In addition to physical education and sport, PA encompasses active play and routine, habitual activities such as walking and cycling, as well as housework and gardening.

Learners should be encouraged to participate in physical activity on a regular basis, not only during formal in-school physical education sessions. The WHO, in its global recommendations on **physical activity for health**, concluded that in order to realise both physical and mental health benefits, young persons between the ages of 5 and 17 years should accumulate at least 60 minutes of moderate- to vigorous-intensity physical activity daily.



A lack of resources, facilities or equipment is often used as a reason for the lack of physical activity programmes. Many forms of physical activity require little or no equipment. The learners must be educated on simple, accessible forms of PA which only require willing minds and willing bodies. Physical activities that are readily accessible to most Namibian learners include:

- **Cardiovascular activities:** Walking, running/jogging, using staircases in buildings instead of escalators and elevators, skipping, dancing
- **Muscle strengthening and endurance** activities like push-ups, star jumps and sit-ups
- **Flexibility** activities like different stretching exercises
- **Coordination** exercises

### WHAT IS PHYSICAL LITERACY?

**Physical literacy** refers to understanding and developing fundamental individual movement skills. Such skills involve different body parts like the feet, legs, trunk, head, arms and hands. These movement skills form the basis for competent participation in different PE and sports activities.

The PE4Life programme is thus trying to achieve "Physical Literacy" as one of its key outcomes. **Physical literacy** is fundamental in an individual's participation in lifelong physical activity and sport, and their pursuit of self-responsibility for health and total well-being.

To be successful in the implementation of physical literacy it is essential that the educator establishes good practices, such as:

- proper planning and preparation
- effective implementation and appropriate instruction
- applicable assessment
- passion and professionalism

### What does a physically literate child in the PE4Life programme look like?

They:

- (i) have assurance and self-confidence and are in tune with their movement capabilities.
- (ii) demonstrate sound coordination and control and can respond to the demands of a changing environment.
- (iii) will relate well to others, demonstrating sensitivity in their verbal and non-verbal communication.
- (iv) will have empathetic relationships with others.
- (v) will enjoy discovering new activities.
- (vi) will welcome advice and guidance, confident in the knowledge that they will experience some success.
- (vii) will appreciate the value of PE, as well as its contribution to health and well-being.

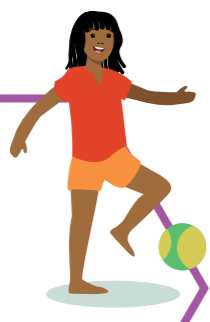
In summary, promoting physical literacy aligns with one of the key outcomes of this guide: the holistic development of individuals. Research has shown that physical literacy increases different aspects of optimal human functioning, such as:

- personal success, e.g. a successful career.
- educational success, e.g. successfully completing university education.
- cognitive skills, e.g. the ability to make good personal decisions.
- mental health, e.g. having a positive outlook on life.
- social skills, e.g. the ability to have good relationships with others.
- healthy lifestyle habits, e.g. exercising regularly and eating a healthy diet.



# CHAPTER 2

## KEY CONCEPTS



## WHAT IS SPORT?

There are numerous definitions of sport and academics have different views. One consideration is whether physical exertion is a necessary component of sport or not, i.e., are chess and electronic games sports?

For the purposes of this guide, we will consider sport to be *“an activity involving physical or mental exertion and skill in which an individual or team competes against another or others.”*

When we refer to sport, or school sport in this guide, we are referring to formal and structured competitions with rules. In the context of this guide, then, an activity such as chess is also considered a sport because it involves mental exertion and skill.

The most common sports currently practised at Namibian schools include soccer, netball and athletics. The more affluent schools also offer sports such as rugby and cricket. The practice of sport is intended to develop individuals holistically, i.e., physically, cognitively, emotionally and socially. However, most sports programmes focus mainly on the **physical dimension (body)**, while the cognitive, emotional and social dimensions are largely incidental and not proactively dealt with.

## SPORTS DEVELOPMENT

Sports development programmes focus on improving the standard and quality of sporting performance. Starting from a large base, participants could progress through the stages of the Sports Development Continuum as per the graphic below:



Figure 1: The Sports Development Continuum

### Foundation

- Entry level, targets mainly beginners
- Focus on basic **skills and movement**
- Focus on **mass participation** (large numbers)
- Focus on **fun and enjoyment**
- Introduce sedentary or non-participating individuals to some forms of activity

### Participation

- Higher level of **specialisation**. The participants choose their favourite sports
- **Regular** training and participation in a specific sport
- Participants play for the school team or join a community club
- They participate in leagues and tournaments

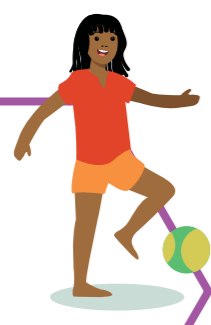
### Performance

- Focus on improving **performance and technique**
- Developing **sport-specific skills**
- Regular training and coaching
- Needs specialised equipment and facilities
- Performance at the club and regional levels

### Excellence

- Elite, **high performance**
- **National and international** competition
- Highly specialised training and coaching
- More specialised equipment and facilities
- Specialised nutrition
- Limited numbers and high cost
- Should not be a focus at senior primary level

School sport in Namibia generally focuses on the **foundation** and **participation** levels of sport development. Most schools participate in school sports competitions organised by the Namibian School Sports Union (NSSU). The focus of current school sports programmes is more on competitions and winning and less on the mastering of skills and holistic development. Less talented learners are therefore generally excluded from this performance-based approach to school sports participation. **Your role as a senior primary PE4Life educator is to create opportunities for ALL learners to be exposed to a variety of sports. Inclusion is a fundamental principle of the PE4Life approach.**



## WHAT IS SPORT 4 DEVELOPMENT?

**Sport for Development (S4D)** is defined as,

“The intentional use of sport and physical activity as a tool to bring about positive change in the lives of people and communities.”<sup>3</sup>

Sport 4 Development is increasingly gaining importance across the world, as the quotation from the United Nations below indicates.

“Sport has a crucial role to play in the efforts of the United Nations to improve the lives of people around the world. Sport builds bridges between individuals and across communities, providing a fertile ground for sowing the seeds of development and peace.”

**Wilfried Lemke, UN Special Advisor to the Secretary-General on Sport for Development and Peace**

As can be seen above, in the S4D approach, the focus **shifts** from developing the **sport** to **developing the person holistically**, developing the **community** and addressing **social issues**, using PE, PA and sport as tools. In the S4D approach, the developmental objectives take centre stage and are the main focus.

## WHAT IS SPORT2LIFE (S2L) AND SPORT4LIFE (S4L)?

You may come across these two terms in different parts of Namibia. This may cause some confusion.

Different implementing organisations in Namibia have developed different programmes using different terminology over time. The principles are basically similar. For the sake of understanding these terms let us summarise them briefly.

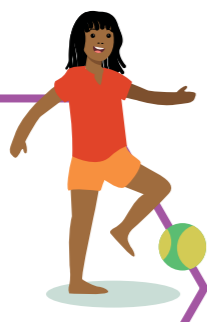
### Sport2Life

Sport2Life (S2L) is a school-based Sport4Development programme funded by UNICEF and implemented during a pilot phase in three regions.

S2L is based on a development framework that is centred around the high-impact attributes that young people possess, which equips them to make choices that lead to risk reduction and living a healthier lifestyle. The high-impact attributes are equivalent to what we often refer to in this manual as life skills, cognitive skills or social skills. According to UNICEF, the high-impact attributes include:

- (i) self-awareness
- (ii) positive self and group identity
- (iii) situational awareness
- (iv) plan-B thinking
- (v) future focus
- (vi) discipline
- (vii) social confidence
- (viii) pro-social connections

<sup>3</sup> See <https://sported.org.uk/about-us/what-is-sport-for-development/>



These eight “high-impact attributes” were converted into six action-oriented, sport-focused skills. These S2L skills are:

- (i) Come to Play.
- (ii) P-G-P (prioritise, goal set, plan)
- (iii) Look and List.
- (iv) Stay in the Game.
- (v) Use your Voice.
- (vi) Build your Team.

These six Sport2Life skills form the basis for the S2L programme.

### Sport4Life (S4L)

S4L is not a stand-alone programme. It has been implemented as Football4Life, Basketball4Life, Volleyball4Life and Netball4Life with corresponding manuals. The programme was funded by GIZ and implemented in the Khomas and Ohangwena regions. The S4L approach targets mainly school-based coaches and is meant to be implemented in conjunction with the respective national sports federations.

Simply put, a Sport4Life programme combines the positive qualities of sport with the holistic developmental objectives of the S4D approach. In other words:



A very good example of a programme that combines the positive attributes of sport with holistic developmental objectives is the Galz & Goals programme.

Galz & Goals organises girls football leagues throughout Namibia. Through the leagues, girls are able to play organised football on a regular basis and partake in healthy activities, and access health information and life skills sessions. Girls are attracted and retained into the programme through festivals and special events. Talented girls can be scouted and participate in high-profile international competitions.

Another good example is the after-school centre Basketball Artists School (BAS) based in Katutura, Windhoek. BAS offers daily education, life skills and basketball training for less-privileged children and youth. Every day after school, the learners come to the centre and receive a hot meal, get tutoring for school homework and only afterwards are sports sessions conducted. Coaches of BAS are trained on the Basketball4Life approach and use the respective manual in their basketball training sessions. Personal development, life skills and healthy lifestyle messages are thus integrated with basketball skills.

## WHAT IS HOLISTIC DEVELOPMENT?

Throughout the guide we make constant reference to “**holistic development.**” It is one of the fundamental and critical outcomes of PE4Life. We are trying to develop all aspects of people: in this case, we focus on children using, **PE, PA and sport** as tools.

Holistic development involves four dimensions, namely **physical** development, **cognitive** development, **emotional** development and **social** development. What does this mean?

## WHAT IS HOLISTIC DEVELOPMENT? (CONTINUED)

**1. The physical dimension: *the body***

Improve the child's:

- flexibility
- strength
- endurance
- coordination
- orientation
- reaction
- balance
- motor skills

**2. The cognitive dimension: *the mind***

Improve the child's ability to:

- concentrate
- reflect
- anticipate
- think logically and critically
- make decisions (decision-making)
- develop strategies
- set goals, both individual goals and group goals

**3. The emotional dimension: *emotion and experiences***

Improve the child's ability to:

- deal with fear and frustration
- deal with aggression
- experience joy, fun and motivation
- learn how to win and lose
- deal with pressure

**4. The social dimension: *people interact with each other***

Improve the child's ability to:

- build friendships
- develop trust, empathy, respect and tolerance
- reduce prejudice and build social cohesion
- learn to collaborate, resolve conflicts, respect rules
- interact in a team
- learn about gender differences

The PE4Life approach deliberately and proactively incorporates "holistic development" components into PE and sport sessions.

## WHY ARE PHYSICAL EDUCATION AND SPORT GOOD TOOLS FOR HOLISTIC DEVELOPMENT?

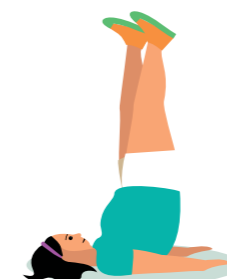
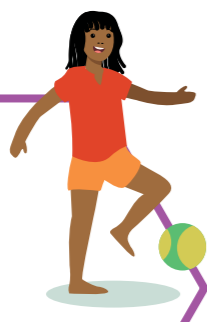
As we conclude this chapter, let us summarise briefly the benefits of PE, PA and sport.

**• PHYSICAL BENEFITS**

- Improves health.
- Reduces obesity.

**• LEARN SOCIAL SKILLS, FOR EXAMPLE:**

- Getting along with others.
- Less likely to bully others.
- Respecting other people, i.e., their educators, coaches, referees.



- Coping with success but also with setbacks (such as losing a match or missing a goal).
- Learning life skills such as leadership, team building and communication.
- Developing social cohesion and getting along with people from other cultures.

**• DEVELOP SELF-ESTEEM BY:**

- Receiving encouragement and praise from coaches and parents.
- Learning to trust your own abilities and to push yourself.
- Learning to deal with feedback, reprimands and criticism.

**• IMPROVE ACADEMIC PERFORMANCE**

- Several studies conclude that children who participate in PE, PA and sport also perform well academically and attend school regularly.
- The same principles, namely dedication, passion, hard work, regular practice, discipline, etc. can be applied to their schoolwork and daily lives.

**• IMPROVE ACADEMIC PERFORMANCE**

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**• LIFELONG HEALTH**

- One of the key objectives of the PE4Life programme is to bring about permanent behavioural change in the learners that they will carry through to their adolescent and adult lives.
- Children who participate in PE and sport are likely to pass on this passion to their peers and families, and their children in the future.
- The approach to healthy living will also influence their choices concerning diet, sleep, and the use of substances such as alcohol and tobacco.

**• CROSS-CUTTING OUTCOMES**

- PE, PA and sport can be used to address a broad range of social and economic challenges. By making an intentional connection with the social and economic challenges during PE and sports sessions, the educator can make headway towards addressing these challenges. At a senior primary level, this must be done in a way that children can easily relate to. Examples of socio-economic issues include:
  - substance abuse
  - gender-based violence
  - poverty
  - education
  - physical and emotional abuse

**• PE, PA AND SPORT CAN HELP TO ADDRESS SOME OF THE SUSTAINABLE DEVELOPMENT GOALS (SDGS), FOR EXAMPLE:****• Goal 3. Ensure healthy lives and promote well-being for all at all ages.**

Reduce the risk of contracting non-communicable diseases by strengthening cardiovascular health in particular.

**• Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.**

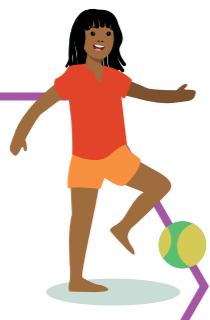
Use PE and sport to educate people. Encourage inclusion and the equal participation of women and girls, people with disabilities, and other vulnerable or underrepresented groups and individuals.

**• Goal 5. Achieve gender equality and empower all women and girls.**

Use PE and sport as a powerful platform for advocacy and raising awareness for gender equality. Contribute to abolishing all forms of discrimination against women and girls.

# CHAPTER 3

## PHYSICAL EDUCATION FOR LIFE (PE4LIFE)



This is the focus of this guide. We must stress once more that PE4Life is NOT the same as the conventional school-based PE programme covered by the PE syllabus. PE4Life does NOT replace the current PE programmes in schools. PE4Life does NOT have to be implemented only by qualified PE educators during PE periods only. PE4Life can and should also be implemented by trained coaches, parents and even youth leaders and volunteers, outside of school hours.

**PE4Life** combines the benefits of **sport** as explained above and the holistic developmental benefits of the **Sport4Development** approach, with the PE programme at Namibian schools.

The word "**life**" in PE4Life has two meanings.

(i) It refers to **preparing** the learners for **life**. I.e., giving them the knowledge, skills and tools to deal with the issues they will face in their **lives**.

(ii) It refers to "**lifelong**" **behavioural change**. It attempts to instil a lifelong love for physical activity and **lifelong** healthy living. As the children in the senior primary phase become young adults and then older adults, and start families of their own, they will hopefully impart these healthy habits to their children and continue the cycle of healthy living... **for life**.

**PE4Life** thus aims to create fit, healthy, physically active children but also to use sport as a vehicle to educate children on **life skills**, **healthy lifestyles** and other important **social issues** they are facing.

**Life skills** are the skills children need to deal with the challenges they face daily, at school or in their personal lives. Examples of **life skills** relevant for the senior primary phase include:

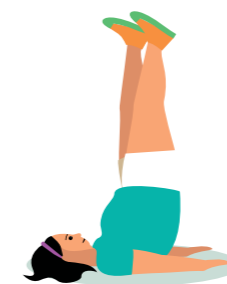
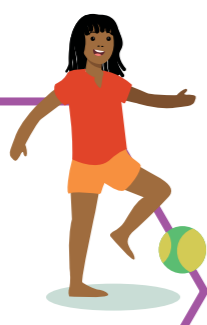
- Motivation
- Communication
- Goal setting
- Self-discipline
- Leadership
- Teamwork
- Personal strengths and weaknesses
- Time management
- Peer pressure and values
- Decision-making
- Success and disappointment

**Healthy lifestyles** refer to the desired lifelong and positive behavioural change we want to bring about in young people. Healthy lifestyle topics include:

- Healthy living
- Healthy relationships
- Puberty
- Abuse and neglect
- Financial literacy
- Road safety
- HIV and AIDS

**Social issues** refer to challenges that impact the entire community. They go beyond personal issues but affect the entire community. Social issues include:

- Substance abuse
- Care for the environment
- Care for the elderly
- Learner pregnancy

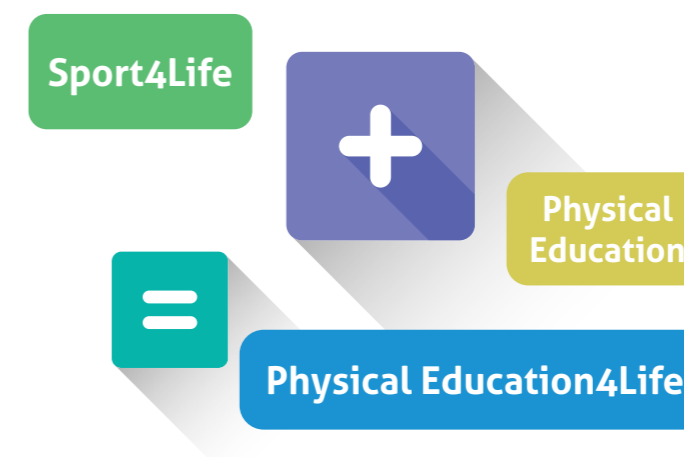


## AIMS OF PE4LIFE

The aims of the **PE4Life** programme are thus as follows:

- Quality Physical Education (QPE) sessions at schools.
- Physical literacy amongst learners.
- Holistic development of the learners (physical, cognitive, emotional and social dimensions).
- Increased participation in PE, PA and sport.
- To equip young people:
  - to have a clear idea of their identity.
  - with the personal and social skills they need to interact positively.
  - to deal constructively with the real challenges and situations they will face in their lives.
- To encourage young people to:
  - act as role models and to impact positively on their siblings and their peers.
  - lead active, healthy lives.
  - be socially responsible citizens.
  - take up leadership roles in the classroom.
- To promote and foster high moral and ethical values, positive self-image and self-esteem.

In summary:



## PE4LIFE SESSIONS

The focus during the PE4Life sessions will be on experience-based learning. Physical, holistic developmental and educational outcomes will be achieved by giving the learners opportunities to experience good values, life skills and competencies in a safe, protected environment. Learners will be encouraged to share real-life experiences and reflect on how they would transfer the skills and competencies developed during the PE sessions and during after-school programmes to their real-life situations. A typical PE4Life session will have the following components:

- **PE Objectives**
- **Developmental Objectives**

The key element of a PE4Life session is to **integrate** the developmental objective into the entire PE4Life session. Experience shows that educators and coaches find it difficult to manage this integration. They make a brief reference to the developmental objective in the opening circle at the beginning of the session and maybe at the end, but there is little or no attempt to integrate the developmental objective with the PE or sports objectives.

### PARTICIPATION IN SPORT AND OTHER PHYSICAL ACTIVITIES

The senior primary physical education syllabus prescribes one period of PE per week. These prescribed 45 minutes are not enough to bring about sustained behavioural change and lifelong participation. The syllabus proposes that PE should be supplemented by school sports clubs and sports days.

As previously indicated, the WHO concluded that young persons between the ages of 5 and 17 years should accumulate **at least 60 minutes** of moderate- to vigorous-intensity physical activity **daily**.

The learners must be proactively encouraged to participate in sport and other forms of physical activity every day. The PE educator must work with other stakeholders and partners to ensure that children are physically active on a regular basis. These could include:

- other staff members
- volunteers
- parents
- trained youth leaders/coaches
- sports clubs in the community (the more committed and talented learners should be encouraged to join clubs)
- NGOs, e.g. Galz & Goals, Physically Active Youth
- sports officers
- education officers

To ensure more sustainable outcomes, there should be a structured link between activities during school hours and after school hours and over weekends.

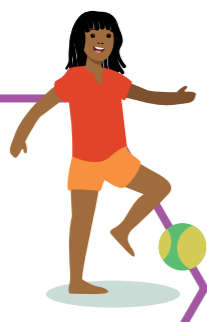
### EVENTS

Events are a good means to involve learners in physical activities but also to reach cross-curricular outcomes.

At the senior primary level, learners will start to participate in formal school matches and tournaments. These events are normally exclusive and by their very nature cannot accommodate all the learners. The PE4life approach, on the other hand, is **inclusive** by definition. Different events besides inter-school matches and tournaments must be organised to **create opportunities FOR ALL to participate**. These events should also focus on developmental outcomes as described above.

Examples of suitable events may include:

- Inclusion events – Able-bodied learners participate with learners with a disability. The able-bodied learners must “experience” the disability, e.g. blindfolded activities, activities on one leg, hands tied behind your back, in a wheelchair, etc.
- Gender equality events – Girls and boys play together in the same team.
- Various teambuilding challenges which emphasise communication, teamwork, decision-making, leadership, etc.
- Inter-class tournaments.



- Events involving sports equipment made from waste materials.
- Events linked to national and international themes, e.g. World AIDS Day, Women’s Month, International Day of Persons with Disabilities, etc.

In line with the LCE approach, children should be involved in the planning and organisation of such events. This is a very good way to impart some of the life skills mentioned before. They should be given the opportunity to suggest ideas for fun events and they should be allowed to lead some of the activities.

The children can be trained and supervised to organise these events and competitions themselves. Many learners may not have good sporting skills, but their self-esteem and self-confidence can be developed by leading such activities. In this way, cross-curricular outcomes can also be achieved.

Examples:

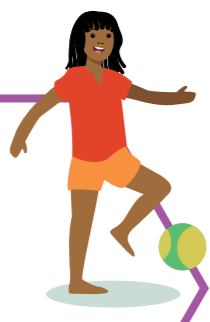
- **Marketing, Communication and Literacy**
  - Communicate with their peers
  - Design posters
  - Write brief reports on events
  - Start a school Facebook page
- **Numeracy**
  - Capture scores and draw up log tables
  - Count equipment
  - Measure out space
- **Organisational skills**
  - With the guidance of educators, form an organising committee to plan and implement a simple event, e.g. an inter-class tournament.
- **Financial Literacy**
  - Budget for an event
  - Procure items
  - Open bank accounts
- **Entrepreneurial skills**
  - Make and sell refreshments
  - Sell tickets and collect entry fees

In summary:

- An S4D/PE4Life event for senior primary learners would generally be a **festival**, not a tournament.
- The focus is on **participation**, not winning.
- Other aspects are rewarded, e.g. **fair play, sportsmanship, punctuality, good behaviour, etc.**
- Recognise the support and involvement of **spectators**, e.g. team song, team colours.
- Incorporate developmental objectives.
- Focus on **fun**.
- Change rules if necessary.
- Focus on playing **with** each other and not **against** each other.

# CHAPTER 4

## THE PE4LIFE EDUCATOR





PE4Life is NOT “business as usual.” It is NOT the normal PE Curriculum with a slight twist. PE4Life aligns very closely with the senior primary syllabus in that it strongly advocates Learner-Centred Education (LCE). This is in alignment with the PE4Life approach. In the PE4Life approach, the role of the educator must shift to that of a “**facilitator**”.

This will require some adjustment and adaptation by educators. The role of a PE4Life educator is significantly different from a traditional PE educator. The PE4Life educator aims at the **holistic development** of the learner and changing lives through **PE, PA and sport**. The focus should not be on merely meeting the requirements of the PE syllabus.

The PE4Life educator strives to develop physically active young people but, on the other hand, the educator also strives to develop well-rounded individuals that will become positive role models in their communities and lead healthy and productive lives.

The PE4Life educator wants all the participants to have a positive future and play a positive role at school and in their communities. This approach will lead to better relationships between the educator and the learners and even better relations amongst the learners themselves.

The learner-centred approach means the educator has more time to develop a more personal interest in the learners and can establish a proper relationship with each learner.

### ROLES OF A PE4LIFE EDUCATOR

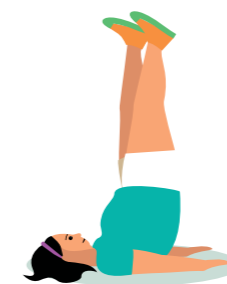
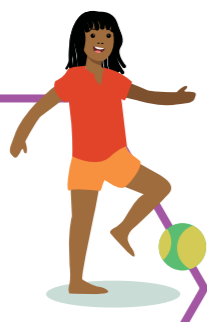
The educator takes on many different roles as they work with the learners. At different times the educator will play different roles such as:

- Educator
- Motivator
- Assessor
- Friend
- Mentor
- Facilitator
- Supporter
- Counsellor

### RESPONSIBILITIES OF A PE4LIFE EDUCATOR

As a PE4Life educator, your responsibilities are to:

- Ensure that the learners participate in a **safe environment**.
- Protect learners from **bullying, harassment and abuse** of any kind.
- Promote the **long-term development** of the learners.
- Continue to **update your knowledge** of physical education, sport, coaching and Sport4Development.
- **Plan** your PE sessions.
- **Reflect** on your lessons.
- Adopt a **learner-centred approach** to your sessions. Use the knowledge and experience of the learners.
- Allow the learners to give you **feedback**.
- **Provide opportunities** for the learners to play, participate in physical activities and have fun.
- Involve the learners in **decision-making**.



Using a learner-centred approach and accepting feedback from learners is likely to be one of the biggest adaptations the PE4Life educator will have to make. Educators are used to assuming all the power and authority. Giving learners a voice is an essential part of their holistic development. It will take time for the educator to become accustomed to this approach, but this is likely to result in an improved relationship with the learners, which will improve discipline in the class and even academic results.

### THE PE4LIFE EDUCATOR AS A ROLE MODEL

The PE4Life educator must be a **positive role model** for the learners and the community. The educator must display the behaviour he/she expects from the learners. The PE4Life educator must **lead by example**.

Similarly, well-developed children leading healthy, positive lifestyles can act as role models for other children or people in their communities.

The educator must create a safe and positive learning environment. Typically, the educator must:

- Make sure they arrive well before the learners. **Punctuality** is one of the most important life skills you must teach the learners. Therefore, you must **never** be late.
- Give the learners responsibilities.  
Examples:
  - Count the equipment before and after the session.
  - Help to pack out the equipment and set up the session.
  - Check the playing/training area for any safety hazards.
  - Complete the attendance register for the session.
  - Lead parts of the lesson, e.g. warm-up, cool-down, group work.
  - Organise activities, e.g. inter-class games during break time.
- Make sure all the learners **feel valued and welcome**. Greet them in a friendly manner. Don't only focus on your favourite learners; you must also include the quiet, introverted learners.
- **Learn the names** of all the learners and address them by their first names.
- Celebrate the birthdays of the learners.
- **Do not scold or humiliate** the learners.
- Avoid harsh punishment of learners. The relationship between the PE4Life educator and the learners must be based on **love, trust and mutual respect**, not fear.
- Establish rules together with the learners, e.g. the dress code for PE4Life sessions. Focus on what the learners **can do** instead of what they cannot do.
- If some form of punishment is necessary, focus on fun and humour. For example, instead of doing 20 push-ups as punishment, they must sing a song, relate a story, etc.

A PE4Life educator also displays good interpersonal skills, such as:

- **Fairness** – Treat the learners alike, do not victimise, do not have favourites. Do not scold or humiliate the learners, especially not in front of their peers.
- **Helpfulness** – Some learners will have difficulty with some of the activities; help and support them, do not make them feel despondent
- **Flexibility** – Adapt the difficulty of the activities necessary to the skill levels of the learners. This can be done by:
  - decreasing/increasing the distance or height.
  - decreasing/increasing the number of repetitions.
  - reducing/increasing the speed.
- **Patience** – Be prepared to repeat some activities; don't get frustrated with the learners.
- **Respect** – The learners may have ideas on the session; respect and value their input and encourage them to respect each other.

### THE PE4LIFE EDUCATOR AS A ROLE MODEL (CONTINUED)

- **Self-criticism** – This will be difficult at first for both the learner and the educator but ask the learners for feedback on the sessions, and be prepared to accept feedback and suggestions from the learners. They are best placed to tell you what they enjoyed or did not enjoy so that you can constantly improve your sessions. If you implement a suggestion coming from a learner, acknowledge that it was their idea. This will really help to build their self-esteem.
- **Tolerance** – Educators tend to be authoritarian and intolerable of what they perceive to be failure. A PE4Life educator must display a high level of tolerance.
- **Trustworthiness** – It is important that the learners trust you completely. During a PE4Life session, the learners will be encouraged to share personal experiences with you or the whole group. You must not share these stories with others.

**Interact and communicate with your learners effectively.** Some educators have the tendency to be autocratic and unfriendly towards their learners. Be aware that it is more important how you say something than what you say. Your tone, facial expressions, body language and gestures are important. Remember, you are trying to develop children to have a positive attitude in life and respect for others. As a PE4Life educator, you must demonstrate the same behaviour that you expect from your learners, both during the PE session and in their communities.

**Social media** is a reality of the modern era. Even in poor communities, the children have access to internet facilities at libraries, schools and in their homes. The educator should embrace and use relevant and appropriate social media platforms, e.g. set up a WhatsApp group and Facebook page or find good YouTube clips for the learners to look at. Consult the learners on this. This could also be a good task to give to the learners. Furthermore, educators must be aware and monitor what the learners post on social media. Cyberbullying is becoming an increasing problem. You as an educator should also reflect on what you post on your own social media pages to be a role model.

One other way to create a positive environment is through a recognition and awards scheme. You could create various awards linked to the PE4Life outcomes, for example:

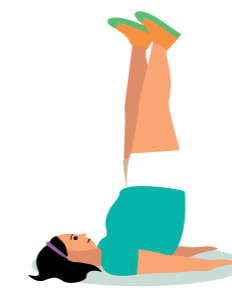
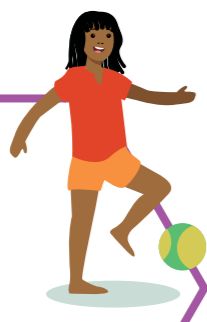
- Learner of the week/month
- Fair play award
- Most physically active learner
- Punctuality award
- Most-improved learner
- Most-helpful learner

These learners should be recognised at the school assemblies or mentioned in school newsletters. This could culminate in an annual awards function where you could also recognise parents and other stakeholders and partners for their contribution.

### CONNECTED PHYSICAL EDUCATION

The **PE4Life** programme is fundamentally different from the existing PE programmes in schools; therefore, the PE4Life educator must adopt a different approach. This guide encourages the “**connected**” approach. This term is derived from the term “**Connected Coaching**”, a coaching approach used in Sport4Development.

In this context, the word “connected” takes on different meanings.



- (i) The educator develops **connected outcomes**.  
A PE outcome is connected to a **developmental outcome**. The PE4Life educator makes an intentional **connection** between the PE syllabus, PA, personal development and life skills, and healthy lifestyles.
- (ii) The PE4Life educator is **connected** in the **school** and in the **broader community**.  
The educator networks and forms relationships and partnerships with other stakeholders in the community. The educator cannot realistically be expected to have expertise and knowledge on all the developmental aspects. The educator also has limited time and capacity. The educator thus forms partnerships with stakeholders that can assist with the holistic development of the learners. These could include:
  - the school board
  - NGOs
  - volunteers
  - the Ministry of Health and Social Services (MoHSS)
  - the Ministry of Sport, Youth and National Service (MSYNS)
  - tertiary institutions
- (iii) The PE4Life educator should form a **connection with the learners**.  
The PE4Life educator should take a **genuine interest** in the **personal lives of the learners** and be perceptive of their living situation. The PE4Life educator should offer him- or herself as a person of trust to whom young learners can speak to and be a resource to provide support in challenging situations.
  - The educator should know where to find additional support when needed:
  - The educator should be aware of the family background of the learner to be able to support his or her further personal development and to help them in overcoming life challenges.
  - What are the goals of the learners? What do they want to achieve in life?
  - What are their key strengths and weaknesses?



## CONNECTED PE – THE OPENING AND CLOSING CIRCLE

## OPENING TEAM CIRCLE

A PE4Life session starts with an **opening team circle** as described below.

The educator literally forms a circle with the learners. The educator is a part of the circle, not in the middle of the circle. Remember to follow social distancing guidelines where relevant. The following happens during the opening team circle:

**STEP 1** - The educator welcomes the learners and creates a friendly, safe environment.

**STEP 2** – The educator facilitates a **connected conversation** with and amongst the learners. The learners could share any highlights, achievements or challenges. There could be a brief discussion about something significant that happened in the community or in the country or even internationally.

**NB** – The educator must **have a conversation!** The educator **must not ask closed rhetorical questions but rather open questions**, e.g. NOT – “Are you all feeling fine today?” Rather – “John, tell us what you did this past weekend?” In this guide we suggest questions linked to the developmental outcome.

**STEP 3** – The educator introduces the **connected developmental outcomes** of the session through leading questions. The learners must be clear from the outset that the session is about more than just PE. They must know and understand the purpose of the session and their role in making the session a success.

## CLOSING TEAM CIRCLE

The connected educator ends the session with a **closing team circle**. By now the players are normally tired, so the educator and learners **may sit down in a circle**. Again, the educator facilitates a **connected conversation**. Remember to follow social distancing guidelines where relevant. The following happens during a closing team circle:

**STEP 1** – The educator reviews the session outcomes. He/she asks the learners to share what they learned during the session.

**STEP 2** – The learners share their experience of the session. They reflect on what they enjoyed and what they found difficult. They share ideas and suggestions to improve the session.

**STEP 3** – The educator facilitates a short, **connected conversation** on the personal development outcome, life skill or healthy lifestyle themes. What did they learn, do they agree, how can they apply the skills in their daily lives?

**STEP 4** – The educator makes announcements, reminds them of the next PE session.

The **Connected Physical Education** approach may at first be difficult for both the educator and the learners. Having **connected conversations** will not come naturally for some educators. It will become easier as the educator develops more experience at **facilitating** the conversation and as learners get used to the process. The educator must not lecture the learners. He/she must give the learners an opportunity to speak freely. The educator should encourage **ALL learners** to participate in the conversation. Normally the confident learners dominate a conversation and the quiet introverts don't assert themselves.

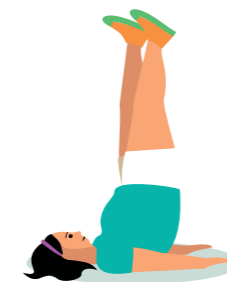
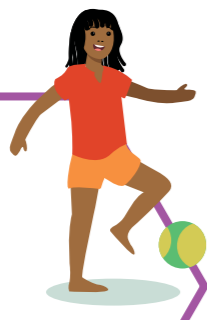
Educators should take care not to detract from the PE sessions by having lengthy discussions that end up boring the learners or disrupting the session. Keep the messaging **short and simple**.

It is important to create a safe, respectful and open conversation where learners feel they can express their ideas and reflect on their own experiences. Set ground rules with learners that ensure everyone feels they can easily contribute to the conversation.

Two of the biggest challenges are **trust and confidentiality**. The **connected educator** must manage this carefully over time. The educator must emphasise that:



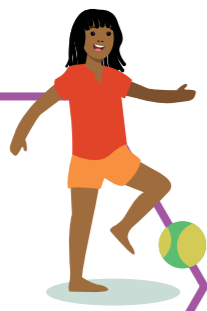
Encourage learners to show respect to their peers, listening, contributing and acting responsibly.



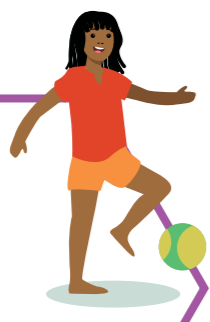
In conclusion, let us now relook at the **four dimensions of holistic development**, the primary aim of the PE4Life programme, through the lenses of a normal sports coach/PE teacher and a Sport4Development coach/PE4Life educator.

**FOUR DIMENSIONS OF A PE4LIFE EDUCATOR**

	THE GOOD COACH/ PE EDUCATOR	THE SPORT 4 DEVELOPMENT COACH/PE4LIFE EDUCATOR
<p><b>The physical dimension:</b> <b>THE BODY MOVES</b> Improvement of:</p> <ul style="list-style-type: none"> <li>flexibility</li> <li>strength</li> <li>endurance</li> <li>coordination</li> <li>orientation</li> <li>reaction</li> <li>balance</li> </ul>	<ul style="list-style-type: none"> <li>Focus on the coach/educator</li> <li>Focus mainly on skill and physical improvement</li> <li>Focus on meeting requirements of the syllabus</li> <li>Physical preparation of participants</li> <li>Talented performers are important and invested in</li> </ul>	<ul style="list-style-type: none"> <li>Utilise the physical component to integrate other components to achieve holistic goals</li> <li>Planning, goal setting and development for participants is focused on performance in life</li> <li>Every participant is important</li> </ul>
<p><b>The cognitive dimension:</b> <b>THE MIND THINKS</b> Improves ability to:</p> <ul style="list-style-type: none"> <li>concentrate</li> <li>reflect</li> <li>anticipate</li> <li>think logically</li> <li>take quick decisions</li> <li>develop strategies</li> </ul>	<ul style="list-style-type: none"> <li>Concentration during learning and execution within the sports environment or PE lessons</li> <li>Think logically in the context of a competition</li> </ul>	<ul style="list-style-type: none"> <li>Concentration beyond the sport and PE context during daily life activities</li> <li>Integration of thinking patterns from sports experience and PE to daily life and experiences</li> <li>Proactive, more logical decision-making</li> <li>Develop strategies to deal with the challenges of life from their sports and PE experiences</li> </ul>
<p><b>The emotional dimension:</b> <b>THE HEART FEELS</b> To learn how to:</p> <ul style="list-style-type: none"> <li>deal with fear and frustration</li> <li>deal with aggression</li> <li>experience joy, fun and motivation</li> <li>learn how to win and lose</li> <li>deal with pressure</li> </ul>	<ul style="list-style-type: none"> <li>Management of fear and frustration within the sport and PE context</li> <li>Joy experienced when winning a match, depression when losing</li> <li>Dealing with the pressure of winning and losing at all costs</li> </ul>	<ul style="list-style-type: none"> <li>From the PE and sports experiences, the children manage to deal with fear and frustration in daily life</li> <li>Place positive experiences from PE and sport in the context of human development</li> </ul>
<p><b>The social dimension:</b> <b>PEOPLE INTERACT WITH EACH OTHER</b> Improves ability to:</p> <ul style="list-style-type: none"> <li>build friendships</li> <li>develop trust, empathy, respect and tolerance</li> <li>reduce prejudice and build social cohesion</li> <li>learn to collaborate, resolve conflicts and respect rules</li> <li>interact in a team</li> <li>learn about gender differences</li> </ul>	<ul style="list-style-type: none"> <li>There is no proactive focus on developing relationships amongst the children</li> </ul>	<ul style="list-style-type: none"> <li>Proactive development of friendships, not only amongst the children in the class or team but also other children at the school</li> <li>Deliberate focus to use sport and PE as a tool to break down barriers and build social cohesion</li> </ul>



# CHAPTER 5 SAFEGUARDING LEARNERS



Along with the development of physical literacy and inclusion, child protection and safeguarding are a core component of the PE4Life programme. All learners should be able to participate in PE, school sport and physical activity in a safe and inclusive environment.

**Child Protection** is a term used to describe the actions that are undertaken to protect specific children who are suffering or likely to suffer significant harm.

**Safeguarding** is a term used to describe the measures taken to protect the health, well-being, and human rights of individuals, which allow people, especially children and vulnerable persons, to live free from harassment, abuse, neglect and exploitation. Safeguarding is proactive in nature and is much more than child protection which is a reactive measure.

PE, school sport and PA can create environments that facilitate incidents of abuse against children in schools.<sup>4</sup>

All schools should have a child protection or safeguarding children policy and all facilitators, or educators as referred to in this guide, not just schoolteachers delivering PE, school sport or PA in schools should be vetted as being suitable to work with children.

Facilitators should always act in the best interests of learners, ensuring the right safeguarding measures are in place to prevent children from experiencing harm and should respond appropriately should any issues arise.

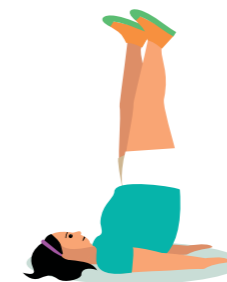
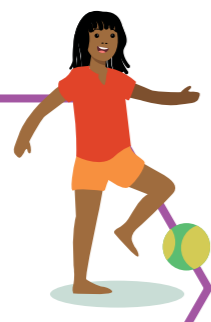
**RIGHTS OF THE CHILD**

The rights of the child are set out in the UN Convention on the Rights of the Child, an international treaty signed by 196 countries. These rights include the right to participate, the right to play, the right to protection from violence and the right to protection from sexual and economic exploitation.

Children's rights and protections are recognised in Namibia's Constitution and legislation.

**KEEPING CHILDREN SAFE IS EVERYONE'S RESPONSIBILITY**

<sup>4</sup>In research presented to a South African Parliamentary Committee on Education, the South African Council of Teachers cited sports, coaching, physical education, cultural activities and outings as environments that "facilitate" incidents of abuse against children in schools.



Convention on the rights of a child. Source: UNICEF.

## TYPES OF ABUSE

**PHYSICAL ABUSE** is deliberately physically hurting a child and includes any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. It mainly involves hitting ("smacking", "slapping") children with the hand or with an implement – a whip, stick, belt, shoe, wooden spoon, etc. But it can also involve, for example, punching, kicking, shaking, throwing, scratching, pinching, biting, or burning them or breaking their bones.

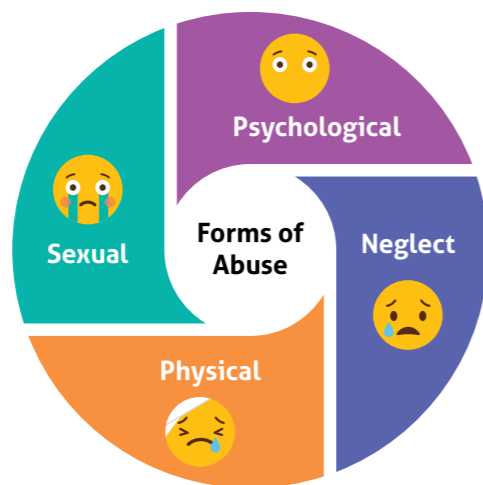
### Examples of Physical Abuse in Physical Education

- Slapping a learner because they are provocative, not listening or disturbing the lesson
- Forcing a learner with an injury to play
- Encouraging learners to deliberately play aggressively, without regard to the risk of injury to themselves or others
- Administering performance-enhancing substances to a learner

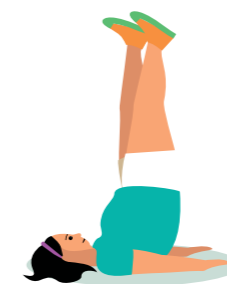
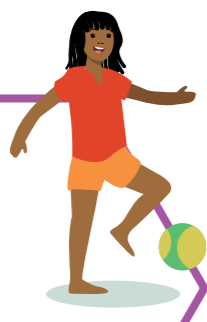
**PSYCHOLOGICAL ABUSE** is the persistent emotional maltreatment of a child. It is also sometimes called mental or emotional abuse and it can have severe and persistent adverse effects on a child's emotional development. Psychological abuse may involve deliberately telling a child that he/she is worthless, or unloved and inadequate. It may include not giving a child the opportunity to express his/her views, deliberately silencing him/her, or "making fun" of what he/she says or how he/she communicates. Psychological abuse often occurs as a pattern of deliberate, prolonged, repeated non-physical behaviour within a power-differentiated relationship. Psychological abuse may involve bullying – including online bullying through social networks, online games, or mobile phones – by a child's peers.

### Examples of Psychological Abuse in PE

- Shouting at a learner and constantly calling them a 'loser' for not performing well during a lesson
- Constantly laughing at a learner, and encouraging other learners to laugh, if a learner has a different ability level
- Showing favouritism in the class so that some learners feel excluded



The four main categories of abuse



**NEGLECT** is the failure to provide for a child's basic needs when those responsible for their care have the means, knowledge and access to services to do so, whether it be adequate food, clothing, hygiene, supervision or shelter, that is likely to result in the serious impairment of a child's health or development. It also includes failure to protect a child from exposure to danger.

### Examples of Neglect in PE

- Not being aware of where children are during a camp or away trip
- Not providing water, or allowing children to break for water, in hot weather during physical activities
- Using transport that is not safe and roadworthy to take learners to matches

**SEXUAL ABUSE** is the inducement or coercion of a child to engage in any unlawful sexual activity. It occurs when adults exploit children sexually for their own gratification. It may involve physical contact, such as assault by penetration (for example, rape) or non-penetrative acts, such as kissing, rubbing, and touching children's private body parts.

**Sexual abuse** does not necessarily involve contact; examples include involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse by gaining their trust (including via social media). In most cases, the perpetrator is a person the child knows and trusts with sexual abuse often perpetrated in isolated, one-on-one situations.

**SEXUAL HARASSMENT** encompasses a continuum of unacceptable and unwelcome behaviours and practices of a sexual nature that may include, but are not limited to, sexual suggestions or demands, requests for sexual favours and sexual, verbal or physical conduct or gestures, that are or might reasonably be perceived as offensive or humiliating.

### Examples of Sexual Abuse in PE

- Taking photos of learners naked while they are showering
- Starting a sexual relationship with a child
- Commenting on how 'well developed' a girl learner is physically
- Requiring abnormal physical contact claiming it is for the well-being of the learner

## SPECIFIC TYPES OF ABUSE

In addition to these four main categories of abuse, there are other specific forms of abuse of which facilitators of PE, school sport and physical activities in schools should be aware.

**BULLYING** (or cyberbullying if conducted online) is unwanted, repeated, and intentional aggressive behaviour usually among peers, and can involve a real or perceived power imbalance. It can include actions such as making threats, spreading rumours or falsehoods, attacking someone physically or verbally and deliberately excluding someone.

**GROOMING** is the short name for using children for sexual purposes. It refers to the process of establishing/building a relationship of trust with a child, either in person or using the internet or other digital technologies, to facilitate either online or offline sexual contact.

**TRAFFICKING** is the process of trapping children using violence, deception or coercion and exploiting them for financial or personal gain. Trafficking can involve moving children within a country or transnationally and can include sporting opportunities being used as the lure.

## RECOGNISING ABUSE

Given that teaching PE, school sport and PA is about developing the learner holistically and not just focusing on the physical, the facilitator may be told something or come to suspect something which causes them to worry about the welfare or safety of a learner. If concerned about someone's safety, the facilitator should follow the advice in their school's child safeguarding policy and code of conduct. In the immediate moment, some possible actions include the following:

- Tell the person that you are worried for them. Ask if they share that worry.
- Ask who they can seek help from and suggest some help-seeking sources.
- Encourage the learner to seek help (e.g. from family, friends, a doctor, a social worker or the police).
- Ask for advice about what to do from the school's child safeguarding focal point or a senior staff member.

Use your best judgement. Consider the need for the learner's safety and which adults need to be involved to help to keep the child safe. Do this in a way that respects children's need for privacy whilst also seeking support.

As a facilitator, you may have a suspicion that a learner is at risk of harm as a result of your own observations, as a result of someone raising concerns with you, or as a result of a learner making a disclosure. Possible indicators that a learner is being abused might be:

- Unexplained burns, bruises or cuts
- Inconsistent explanation of injuries
- Inappropriate sexual awareness or sexually explicit behaviour
- Unexplained change in normal behaviour
- Fear or a lack of trust in an adult
- Excessive fear of making mistakes
- Difficulty socialising
- A sudden weight loss or gain, or possible eating disorder

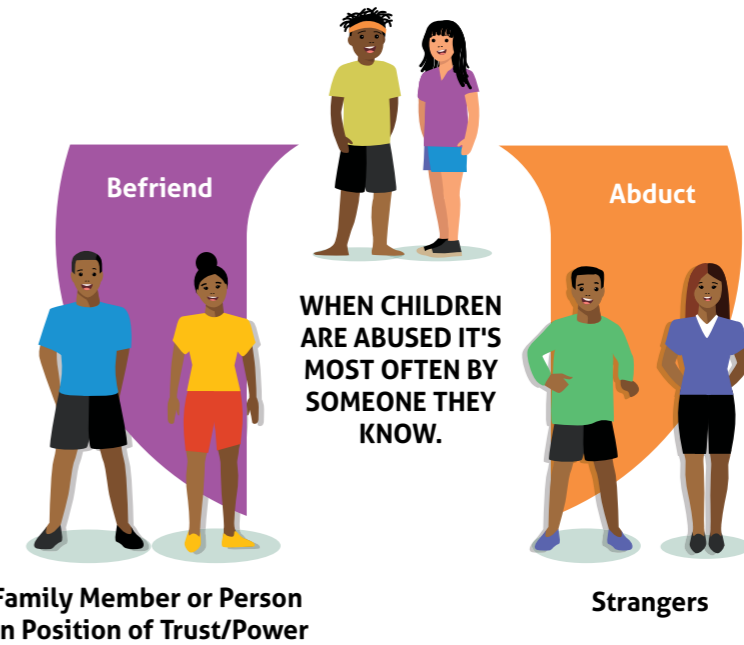
These signs may have innocent explanations, but might also, especially if there is a pattern to them, be signs that a learner is being harmed. If your heart is telling you there is something wrong, you should exercise your duty of care. Your duty of care is not to investigate possible harm to a child (doing so could jeopardise the child or a legal investigation) but is to report your concerns to an appropriate person. That person might be the school's safeguarding focal point, a police officer, a social worker, or a childcare worker.

**If a child is at immediate risk of serious harm, always report the matter to the police.**

Any person who has reasonable cause to believe that a child needs care and protection may report the matter to the nearest authorised officer. An authorised officer would be a police officer or a social worker/child protection officer.

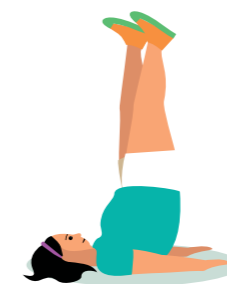
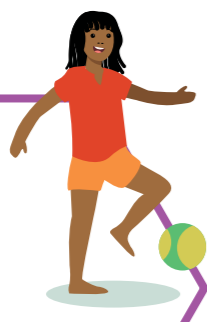
Facilitators should be aware that when learners are abused it is most often by someone they know. Someone who is in a position of trust or has some power over the learner. The abuser may be an adult or another learner in the case of bullying.

If abuse is taking place, it may be happening in the learner's home, at school, during PE, school sport or PA, somewhere else in the community or may be happening online.



When dealing with a disclosure from a learner:

1. Stay calm, ensure that the learner feels safe.
2. Listen carefully, allow the learner to continue at their own pace.
3. Explain that it is likely that the information will have to be shared with others who are best placed to help – do not promise to keep secrets.
4. Keep questions to a minimum, ensure you have a clear and accurate understanding.
5. Reassure the learner that they have done the right thing in speaking to you.
6. Show and tell them that they are being taken seriously.
7. Recognise any difficulties in interpreting what they said.
8. Tell them what will be done next and with whom the information will be shared.
9. Record afterwards in writing what was said.



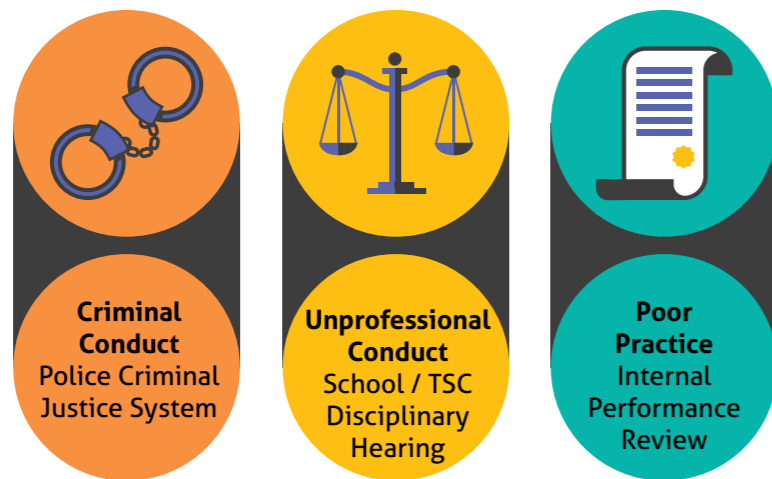


## CONDUCT OF FACILITATORS

Given that learners taking part in PE, school sport and physical activities can be vulnerable to non-accidental harm, schools should require the highest standards of conduct from facilitators.

Schools should ensure that educators and non-teaching staff facilitating PE, sport and physical activities are suitably qualified and that these qualifications are current. Schools should also ensure that activities delivered by non-teaching staff are covered for liability by the school or other liability cover and that parental/guardian consent forms have been signed to allow learners to take part in such activities.

Unacceptable conduct includes criminal conduct, unprofessional conduct, or poor practice. Criminal conduct should always be reported to the appropriate authorities and may lead to criminal proceedings. Poor practice should be reported to the school authorities and would be addressed through a performance review.



Types of conduct that need to be addressed

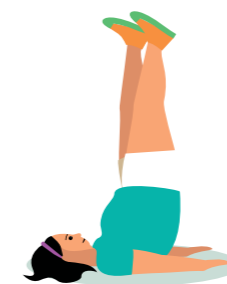
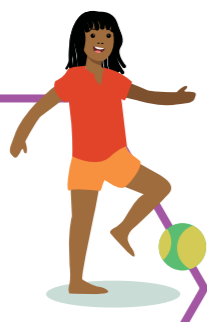
Poor practice may not be immediately dangerous or intentionally harmful, but can sometimes lead to, or create, an environment conducive to harassment or abuse.

## RESPONSIBILITIES OF EDUCATORS

Those persons in schools who deliver PE, school sport or PA to learners have a responsibility to create a safe, inclusive and enjoyable environment for learners.

Facilitators should:

- Keep learners safe from harm
- Prove that they are suitable to work with children (vetting requirements)
- Keep updated on child safeguarding policies and measures
- Know how to report concerns that arise
- Adhere to the Teachers Code of Conduct and Ethics
- Follow the Rule of Two



There are vetting requirements for educators which require a certificate of good conduct and professional teaching qualifications. Schools should conduct similar vetting procedures for all non-teaching staff and service providers that have regular contact with children in the school, i.e. those conducting PE, school sport or physical activities more than once a month. Others having one-off contact with children should be asked to sign a statement that they have read and will adhere to the schools safeguarding policy and codes of conduct. In addition to good-conduct certificates, schools should check what teaching or coaching qualifications non-teaching staff possess.

Facilitators should be familiar with the school's safeguarding children policy and all relevant codes of conduct.

It is also recommended that all facilitators follow the Rule of Two.

## RULE OF TWO



The rule of two

Following the "Rule of Two", a facilitator would never be alone and out of sight with a learner without another vetted facilitator or vetted adult (parent or volunteer) being present, and the teaching or coaching environment would be open to observation. This may be difficult in the school context, but this may be a good way to involve volunteer parents.

Facilitators should ensure that all PE, school sport and PA should be supervised. Failure to supervise may constitute neglect which could have serious consequences for the facilitator and school. Learners should not be left to play unattended.

Facilitators should be aware of the maximum number of learners they can supervise for different physical activities or sports. Guidelines issued by education or sporting authorities should be followed. The space

**RULE OF TWO (CONTINUED)**

available and the number of learners will influence decisions on facilitator/learner ratios and may require additional supervision to be provided by the school.

Facilitators will ensure learners never ride in their vehicle without another adult being present.

Consideration is given to the gender of the learner(s) when selecting the vetted facilitators and volunteers who are present.

There should be no one-to-one electronic messaging between facilitators and learners. All online communications should be sent to groups and/or include parents.

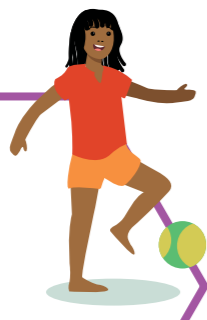
**INFORMATION FOR LEARNERS**

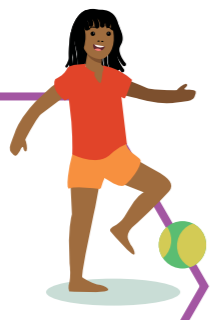
Age-appropriate information should be given to learners to empower them so that they know who to speak to if they have any concerns. It is important they understand that they have the right to:

- have fun and develop their physical literacy
- feel safe and happy
- be protected from bad behaviour, from adults or other children
- learn protective behaviours
- talk and be listened to, especially if they have concerns or do not feel safe
- know where to go for help or who to talk to if they are scared or worried about something
- be looked after if there is an accident or injury

**KEY MESSAGES FOR LEARNERS**

- My body is my body, I can say NO if I do not want to kiss or hug someone.
- If I feel unsafe or uncomfortable with someone, I can share my feelings with a trusted adult.
- I should never keep secrets that make me feel bad or uncomfortable, I should tell a trusted adult.
- My private parts are the parts of my body covered by my underwear. I always call my private parts by their correct names. No one can touch my private parts, and no one can ask me to touch their private parts. No one should show me pictures of private parts. If any of these things happen, I must tell a trusted adult.





## INTRODUCTION

"Inclusive Education" has been a universally acknowledged goal for more than two decades. The "*Salamanca Statement and Framework for Action*" was adopted at the World Conference on Special Needs Education: Access and Quality in Salamanca, Spain, in 1994. It emphasised "inclusive education" as a fundamental human right. Inclusive education is also emphasised in SDG 4 which "aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

Target 4.5. reads as follows:

"By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations."

**Inclusion and equity:** All people, irrespective of sex, age, race, colour, ethnicity, language, religion, political or other opinions, national or social origin, property, or birth, as well as persons with disabilities, migrants, indigenous peoples, and children and youth, especially those in vulnerable situations or other statuses, should have access to inclusive, equitable quality education and lifelong learning opportunities. Vulnerable groups include persons with disabilities, indigenous peoples, ethnic minorities and the poor that require particular attention and targeted strategies.

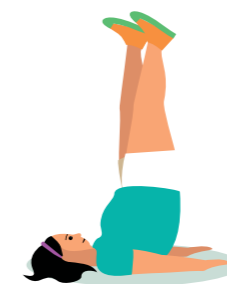
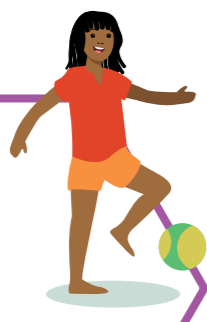
**Gender equality:** All girls and boys, women and men, should have an equal opportunity to enjoy education of a high quality, achieve at equal levels and enjoy equal benefits from education. Adolescent girls and young women, who may be subject to gender-based violence, child marriage, early pregnancy and a heavy load of household chores, as well as those living in poor and remote rural areas, require special attention. In contexts in which boys are disadvantaged, targeted action should be taken for them. Policies aimed at overcoming gender inequality are more effective when they are part of an overall package that also promotes health, justice, good governance and freedom from child labour.

The principle of "inclusion" lies at the very heart of the PE4Life approach. It is incumbent on all educators and coaches to eliminate all barriers to participation in PE and sport and to make every learner feel valued and welcome. This section will create awareness as to what **inclusive PE** is and provide frameworks to assist the educator to **adapt their lessons** to ensure inclusivity.

There are no easy solutions to inclusion in PE4Life. There is currently no syllabus dealing with inclusive PE. The educator must develop a set of actions relevant to the situation they are facing. Each educator will deal with a different situation and a different set of learners with a different mix of exclusion elements. A key principle of the PE4Life approach is to involve the learners in the process. This becomes even more relevant and important in inclusive education. Learners must reflect on their experience in PE and make suggestions as to how sessions can be made more inclusive and enjoyable for them.

## WHAT IS INCLUSIVE EDUCATION?

Inclusive education is not simply an approach to dealing with children with disabilities. The aim of inclusive education is to eliminate all forms of exclusion and disparity.



These could include:

- race
- ethnicity
- religion
- gender
- ability

With regards to "ability", the following are the key types of impairments:

- Physical Impairments, for example:
  - Paraplegia
  - Quadriplegia
  - Multiple sclerosis (MS)
  - Hemiplegia
  - Cerebral palsy
  - Absent limb/reduced limb function
  - Polio
- Intellectual Impairments, for example:
  - Cerebral palsy
  - Down syndrome
  - Autism spectrum disorder
- Visual Impairments  
There are various levels of visual impairment ranging from partially sighted to legally blind.
- Hearing Impairments  
Similarly, levels of hearing impairment can differ.

The "Sector Policy on Inclusive Education" places a particular focus on groups of children who have been or are likely to be "educationally marginalised". In the Namibian context, these could include:

- street children and children living in squatter and refugee camps
- children of farmworkers
- children with disabilities and impairments
- children living in extreme poverty
- children who head households
- child labourers
- children with learning difficulties
- orphans and vulnerable children
- the girl-child
- children with extreme health conditions or chronic illnesses
- children with emotional and behavioural challenges
- children who are gifted/talented

As can be seen from the above examples of marginalised groups, every educator is likely to be impacted.

These forms of exclusion do not occur in separate silos. In many cases individuals can suffer more than one form of exclusion, making them even more vulnerable. As an example, a poor woman with a disability is much more vulnerable to various forms of abuse.

At the Conference on Inclusive Education in 2008, UNESCO defined *Inclusive Education* as:

“A process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from the education system.”

Inclusive education starts from the belief that education is a basic human right and the foundation for a just and equitable society.” It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.”

### WHAT IS INCLUSIVE PHYSICAL EDUCATION?

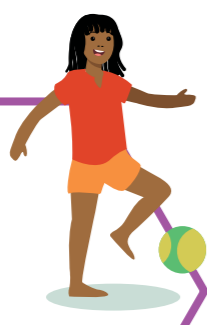
Consequently, “**inclusive PE**” is thus the approach to **involve all learners** in PE, PA and sport. Inclusive PE is more than just taking actions or adapting sessions to be inclusive. It involves a set of values and beliefs. It recognises the right of all learners to be physically active and receive the holistic benefits of PE, PA and sport.

Learners with barriers to learning and impairments must be involved as active participants, not only as “helpers”.

### BARRIERS TO INCLUSION IN PHYSICAL EDUCATION, SPORT AND PLAY

There are various barriers that need to be addressed. These include:

- i) **Attitudinal barriers**
  - Underestimating people’s abilities
  - Lack of knowledge about disabilities
  - Lack of prior contact with people with disabilities
  - Fear of the unknown
  - Unfriendly/unwelcoming educators
  - Lack of encouraging leadership
  - Overprotection
  - Stereotyped, stigmatised, discriminative
  - External perceptions of disability
- ii) **Structural barriers**
  - Lack of knowledge
  - Lack of training programmes and trained educators and coaches
  - Lack of structured and organised activities and opportunities
  - Lack of positive early childhood experiences
  - High unemployment among persons with a disability low income/poverty
  - Lack of financial support
  - Lack of effective law enforcement
  - Lack of parental encouragement and support
- iii) **Access barriers**
  - Transport
  - Facilities
  - Programmes
  - Equipment



- iv) **Personal barriers**
  - Inactive lifestyles
  - Negative attitude towards PE and sport (I can’t do it!)
  - Lack of confidence
  - Low self-esteem/Poor body image/Negative self-perception
  - Lack of role models
  - Lack of communication
  - Lack of qualified personnel

### STRATEGIES FOR INCLUSION

There are various inclusive education models and frameworks and an abundance of literature on the subject. In this section we will touch briefly on two models, but the educator must be prepared to conduct more research since this section cannot cover everything comprehensively. Here are a few examples of different models.

1. The TREE Framework
2. Tiemann’s Model of Action
3. Universal Design for Learning (UDL)
4. The STEP Model

In this section we will touch briefly on the TREE Framework and Tiemann’s Model of Action.

### THE TREE FRAMEWORK

The TREE method is adapted from the Australian Sports Commission’s Disability Education programme. The letters of the word TREE represent **four aspects** of physical education and sports activities **that can be modified**. TREE stands for:

- T** Teaching Styles
- R** Rules and Regulations
- E** Environment
- E** Equipment



**i) Teaching Styles**

This is all about how the educator delivers the activity, how they organise, lead and communicate. How the educator goes about things can have a big impact on successful inclusion. Here are some things the PE4Life educator should be aware of:

- be aware of the abilities and needs of all the participants
- verbal communication – use age-appropriate language
- keep instructions short and simple and check for understanding. Note:

The learners will remember

- 10% of what they hear
- 40% of what they see and
- 90% of what they do!!

- be mindful of your positioning – are participants within the visual and audible range?
- using appropriate physical assistance – guide a participant's body parts through a movement
- use of visual aids and demonstrations, such as whiteboards or cue cards
- try a buddy system

**ii) Rules and or Regulations**

Making changes to the rules that govern games and activities can enable greater inclusion. You can remove or simplify rules then, as skill and understanding increases, reintroduce them. In organised and structured sports activities, rules may be hard to change, but the S4D approach encourages rule changes and modifications to suit the needs of the participants. Rule changes can be difficult at times, because able-bodied participants may insist on playing "proper" football, for example. The educator must be open and flexible when introducing rule changes and educate the group about inclusion and get them to embrace the inclusive approach.

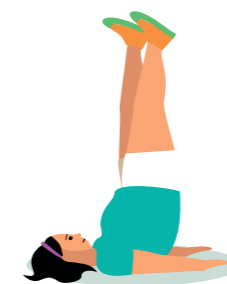
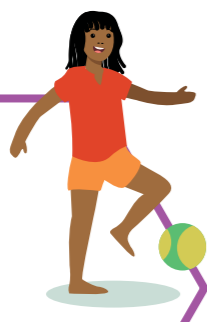
Here are some suggestions:

- allow for more bounces in games like netball, more steps in basketball or more hits in volleyball.
- reduce the number of players on a team to increase the chances of getting involved.
- increase the number of players on a team to decrease the amount of activity required by each player.
- more frequent substitutions.
- allow rolls, bounces, or underarm in cricket or rugby.
- modify the distances for pitching.
- reduce or remove competitive elements such as scoring.

**iii) Environment**

This is all about making changes to the space, for the whole group or individuals within the group. Try these approaches:

- reducing or increasing the size of the playing area
- implement zones within the playing area



- reduce net, hoop or goal height and width
- using a smooth surface
- limit distractions in the surrounding area such as loud music, noise, unnecessary equipment or other activities
- limit the attendance of spectators
- make sure you position yourself and move around so that everybody can see your demonstrations

**iv) Equipment**

This is about changing the tools used to play the game or complete the activity. Try these out:

- change the size
- change the weight
- change the colour, use a range of different colours, use bright colours
- change the length
- change the way you use equipment
- use balls that bounce less or float more
- use equipment that contrasts with the area of play
- give the participants a choice of equipment

For more information on the TREE Framework see :

[https://youtu.be/ej\\_FcmjCr2g](https://youtu.be/ej_FcmjCr2g)

**TIEMANN'S MODEL OF ACTION**

Dr Heike Tiemann is a professor, teacher, advocate and practitioner of inclusive PE in Germany. Dr Tiemann advocates "open activities". These are activities without any norms and rules; very much like "free play", she places emphasis on movement skills.

The "Model of Action for Inclusive Physical Education" aims to connect different forms of planning for designing inclusive PE by combining **four different activity types** with different learning situations and modification approaches:

**(i) Open activity**

Exercises without any norms and rules. This approach is very liberal with regards to the performance of exercises, usage of materials and social forms.

**(ii) Adapted, common activity**

Activities which are participated in together with adaptation to the individual needs. Sport and general play-based activities have the potential to use flexible variants of the fundamental rules, e.g. blind soccer.

**(iii) Adapted, parallel activity**

Differentially modified activities that can be practised simultaneously, for example in different areas of the sports ground. Therefore, individual support can still be offered by the educator.

**(iv) Comprehensive activity**

Sports and games which are fundamentally designed to achieve equal participation for all group members without any significant modifications of the rules and the way of practice, e.g. a game or sport which does not include fast running like bocchia.

These four types of activities all emphasise that the focus is not on people's disability but rather on the diversity of the learners. Hence, in this context, the term "disability sport" is rejected. Moreover, this approach aims to include other examples of sport and games from different cultural spheres.

Tiemann also outlines the following three learning situations:

**1. Coexistent learning**

These refer to individual activities which the learner can handle with little or no intervention or support from others.

**2. Subsidiary learning**

Learners participate in pairs or groups. Sometimes both sets of learners work towards reaching their goals, e.g. catching or throwing a ball. On other occasions, the learners without impairments work solely to support the learners with an impairment, e.g. guiding a blind person to direct a ball at a target.

**3. Cooperative learning**

Partners or groups have different aims, but they cannot achieve them without working/playing together (e.g. two teams want to win a basketball match, but they cannot win without playing against each other). Alternatively, the educator can create a situation in which the learners must achieve a common goal through common action, e.g. a team is only allowed to score a goal when every player has touched the ball at least once.

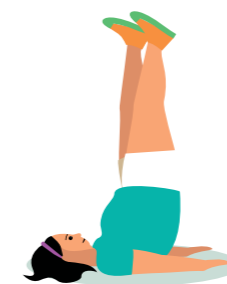
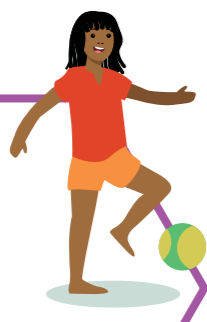
Dr Tiemann has also introduced the concept of 6 + 1. The "+ 1" refers to the educator. She places great emphasis on the role of the educator. She combines various elements and she outlines the "6" aspects as follows:

- (i) Materials
- (ii) Learning environment
- (iii) Rules
- (iv) Exercises
- (v) Social forms
- (vi) Communication

**ROLES, RESPONSIBILITIES AND QUALITIES OF AN INCLUSIVE EDUCATOR/COACH**

Every day, Namibian educators are required to deal with various forms of marginalisation and exclusion in their classrooms. If educators are not prepared adequately, they may feel reluctant about the inclusion of marginalised learners or learners with special education needs. Here are a few factors to consider in working towards being an effective and inclusive educator.

- (i) The most important is to have a **positive attitude** towards inclusion. The educator must take proactive steps to deliver inclusive PE4Life sessions not because they have to but because they want to. The educator must **"embrace" inclusive education**.



- (ii) Educators must have a level of **competence and knowledge**. All educators cannot be specialists, but they must have sufficient knowledge to deal with the marginalised and excluded learners in their care. Educators must be prepared to do more research to meet the needs of the learners. There is an abundance of manuals available for free and endless information on the internet. Some organisations also offer online training.

- (iii) The inclusive PE4Life educator must **understand the individual needs and circumstances** of the learners. Each marginalised or excluded learner will have different challenges, impairments and obstacles. Each marginalised or excluded learner will come from different economic conditions at home, different support structures or varying levels of lack of support. In theory, each learner will have a different set of goals and outcomes. This is not as difficult as it may seem. Through constant positive engagement with the learners, the educator can get to understand the needs of each learner and, with their input, you can plan an effective, inclusive intervention programme.

**ROLE OF PARENTS AND THE COMMUNITY**

Activities at school must be supplemented by activities and attitudes at home and in the community. Many of the barriers to inclusion start from the home with unsupportive and uneducated family members. The effective inclusive educator will **try to educate parents** and involve them in reaching the outcomes for the learner. The limited time and resources at school will not be enough to achieve the outcomes. Exercises and activities must be done at home with the involvement and support of the family and, where relevant and possible, community-based sports clubs should also play their role.

**PLANNING YOUR PRACTICAL SESSIONS**

Practical sessions which cater for differently-abled participants can be physically and mentally exhausting. Shorter sessions are preferable. The structure of the session will follow the same approach as other PE4Life practical sessions, although the session should be shorter - **a maximum of about 30 minutes is advisable**.

In planning your **inclusive PE4Life session**, ask yourself the following key questions:

1. Safety – Will the session be **safe** for everyone to participate?
2. Fun – Will the session be **fun** for everyone?
3. Inclusive – Will the session be **inclusive** for everyone?
4. Progressive – Will the session be **progressive** for everyone, i.e. will all levels in the group find the activities challenging?
5. Supportive – Will the sessions be **supportive** for everyone, i.e. will everyone be able to keep up?
6. Mediative – Will the sessions provide opportunities to **sensitise** participants and the broader community on inclusion?

**Choose one of the models** described above and plan your session accordingly.

Remember to reflect with the learners in the closing team circle and address the questions above.

# CHAPTER 7

## PLANNING YOUR PE4LIFE TRAINING SESSIONS





Let us look at planning and implementing **effective** PE4Life sessions.

The ideal PE4Life session is led by a competent, **connected educator** and involves children who are keen, enthusiastic, interested, motivated and eager to learn.

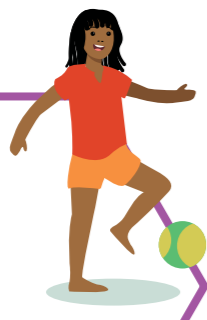
Please note the following:

- 1 The key to a good PE4Life session is **planning** and **preparation**.
- 2 Make sure all your learning and teaching materials are ready and well prepared.
- 3 Plan activities for the learners well.
- 4 The session should have clear **objectives**.
- 5 The activities must be appropriate for senior primary learners. **Adapt** the activities in the guide if necessary.
- 6 Within one class you will have learners with different abilities. Adapt the activities so that everybody feels **included**.
- 7 The venue/area for PE4Life sessions should be **safe and child friendly**. It is always a good idea to involve the learners in making the area safe.

**PREPARING AND STRUCTURING TRAINING SESSIONS**

In preparing your PE 4 Life session you need to ask:

- When and where will your session take place?
- What is the size of the class and what age, phase and stage of development are the learners?
- What equipment and materials do you need?
- What variations can you apply to make the exercises more challenging or easier if necessary?
- How will you organise the session to ensure all learners have as much contact with the equipment as possible?
- How will you organise the session to create a sense of achievement for all learners?
- How will you organise the session to avoid long breaks or waiting times?



The PE4Life sessions generally include the following phases as described below:



**1. OPENING CIRCLE**  
(AS DESCRIBED IN DETAIL IN CHAPTER 4)

Remember to:

- (i) Have connected conversations, not monologues or question and answer sessions.
- (ii) Introduce the PE outcomes.
- (iii) Introduce the developmental outcomes.
- (iv) Keep it brief. Stick to the allocated time.

**2. WARM-UP**

Have an appropriate warm-up session. There are numerous warm-up activities in the sample sessions. Adapt these as deemed necessary. The warm-up activity must not be too strenuous; the main purpose is to get the muscles warmed up and to get the blood flowing.

**3. MAIN PART 1**  
INTRODUCE THE PE SKILL AND THE LIFE SKILL

When the warm-up activity is concluded, the educator may bring the learners together again in a team circle. The educator could reflect briefly on the warm-up activity and make a link with the developmental outcome.

The educator organises and delivers the main PE session focused on the PE topic. The session includes progressions and variations, i.e. adapt the degree of difficulty of the activities to accommodate all levels in the class.

**3. MAIN PART 1**  
INTRODUCE THE PE SKILL AND THE LIFE SKILL  
(CONTINUED)

Typical ways to vary your sessions will include:

- Increase or decrease the number of repetitions.
- Increase or decrease the distance.
- Increase or decrease the height.
- Change the rules of an activity, e.g. every player in the team must touch the ball.
- Adapt the space for the activity.
- Change roles – some players become scorers and referees.
- Increase the time for an activity.

During the session, the educator actively tries to create opportunities to practise and demonstrate the developmental outcome. The educator constantly **connects** the life skills and/or healthy lifestyle theme to all aspects of the session. Examples:

Life Skill	Possible Activities during the session
Leadership	Create opportunities for the learners to play leadership roles during the session. e.g. lead a warm-up session.
Communication	Create opportunities for various types of communication during the session, ranging from verbal communication, body language or hand signals, e.g. learners have to teach a skill to each other, learners share information with each other.
Goal Setting	Let the learner set goals, review and reflect on the goals. e.g. they set goals for the session, "we want to improve our speed".

**4. MAIN PART 2**  
SMALL-SIDED GAME OR ACTIVITY

The educator sets up a small-sided game or a fun activity focused on the PE skill and the developmental outcomes.

**5. COOL DOWN**

This activity may be followed by some cool-down activities and/or stretching depending on how strenuous the activities were.



**6. CLOSING CIRCLE**

(AS DESCRIBED IN DETAIL IN CHAPTER 4)

The sessions finish with the closing team circle.

**Remember:**

- **DON'T TELL** the learners, **ASK** them.
- **DON'T LECTURE, INVOLVE** the learners.
- Use the learner-centred approach as much as possible.
- The circle can finish with a motivational chant.

**Problems often occur with sessions when:**

- the educator does not have a clear focus and objectives for the session.
- the educator fails to involve all the learners.
- the educator fails to retain the attention of the learners during the session.

**Motivation often drops when:**

- the group training is too big.
- there is restricted available space.
- there is limited equipment.
- the educator lacks the ability to confidently handle groups of mixed performance ability.
- the learners get too little contact with the ball and there are too few shots on goal.
- the activities are too easy or too difficult.
- there are long waiting times between activities.

**IMPORTANT ISSUES TO REMEMBER WHEN TEACHING LEARNERS IN THE SENIOR PRIMARY PHASE**

- Typically, learners in the senior primary phase are aged 10-14 and have undergone significant changes from the previous phase, physically, cognitively, emotionally and socially.
- They are developing newfound independence and they may tend to push the boundaries. Disciplinary procedures must be set up at the outset with the input of the learners. Transgressions should be stipulated and the consequent "punishment." These could range from non-punitive acts for minor transgressions to the involvement of the principal and parents for more serious transgressions.
- They are more aware of their physical appearance and they believe that others are watching them and judging them.
- They are ready for more complex tasks. Find ways to challenge them and utilise their skills.
- Socially, their centre begins to shift from the home to their peers, i.e., they are likely to be more influenced by their peers than by their parents or caregivers.
- They seek recognition. Praise the learners. Let them know they are worthy. Let them know that you like them.
- Create as much movement during activities. Learners must not wait too long to have their turn.

**ALWAYS TRY TO FIND OUT WHAT THE LEARNERS KNOW, WHAT THEIR STRENGTHS ARE AND WHAT THEY ARE ABLE TO DO. YOU WILL BE SURPRISED AT WHAT YOU LEARN!**

# CHAPTER 8

## SAMPLE PRACTICAL SESSIONS



**INTRODUCTION**

PLEASE NOTE THE FOLLOWING:

**ALIGNMENT**

1. These practical sessions are aligned to the senior primary PE syllabus as well as the life orientation syllabus for the senior primary phase but some sessions are directly aligned to the PE4Life programme.
2. These are **sample sessions**. They do not cover all the topics in the syllabi.
3. Depending on the response of the learners, educators must feel free to extend the lessons over more than one period.

**EQUIPMENT**

1. We have tried to keep the equipment as simple as possible. The educator must improvise and adapt to their local conditions.
2. Some items of equipment can be made by the children during arts and crafts periods or parents and grandparents in the community can be approached to assist. Self-made equipment can include:

- (i) balls
- (ii) ropes
- (iii) bean bags
- (iv) benches
- (v) simple mats
- (vi) sandbags
- (vii) cones and markers

Most of these can be made with waste materials and naturals such as plastic bags, off-cut material, plastic cooldrink bottles, wood, etc.

3. Many of the sessions rely on music. Children love music. So, there may need to be fundraising and planning for a decent music system. Otherwise singing together could be an option too.
4. Similarly, many activities require coloured hoops. These are relatively inexpensive and should be part of the budget for PE (equipment).

**SESSION 1****GRADE 4****PE THEME:****ATHLETICS****PE TOPIC:****THE START****PE4LIFE TOPIC:****FRIENDSHIP (HEALTHY RELATIONSHIPS)****PE OBJECTIVES**

By the end of the session the learners must be able to:

- demonstrate the correct running technique with knee moving forward.
- maintain good running technique while running short distances.
- find stronger leg to determine which leg will be in front for the "On your marks" phase of the start.
- keep correct posture during the phase of "Get set".
- push with strong leg on "Go" and maintain the lowered body position for a few running steps.

**PE4LIFE OBJECTIVES**

By the end of the session the learners must be able to:

- demonstrate an understanding of the concept of positive, healthy friendships and why they are important in their lives.
- identify relationships that are important in their lives.
- explain the difference between healthy and unhealthy relationships.
- identify the characteristics of a good friend.
- demonstrate an understanding of why relationships sometimes break down and identify simple techniques to deal with difficult situations.

**KEY MESSAGES ON THE START**

- The start refers to various starting techniques as well as block placement.
- With all sprinting events, an efficient start is needed to produce excellent results.
- Looking at school athletics, young sprinters are finding their preferable starting techniques to help them gain a competitive advantage.
- For any events involving running, whether it be a 100m sprints or a long-distance run, a strong start remains important.
- An effective start must be practised and maintained throughout the learner's school life.
- PE in schools focuses on running but not specifically on the aspect of specific techniques or starting techniques.

**KEY MESSAGES ON FRIENDSHIP (HEALTHY RELATIONSHIPS)**

- Learners must be guided to think about the relationships that are important in their lives (relationships with their family, friends, teachers and classmates).
- They must reflect on the differences between healthy and unhealthy relationships.
- Understand why relationships sometimes break down.
- Think about what life skills you need to build healthy relationships.
- Young people with self-esteem and self-confidence, decision-making skills, good communication skills and negotiation skills are better positioned to establish healthy relationships.
- Learners must understand the importance of developing and maintaining a healthy circle of friends that will have a positive influence on their lives.



PE TOPIC:

THE START

PE4LIFE TOPIC:

FRIENDSHIP (HEALTHY RELATIONSHIPS)

## TIPS: HOW TO INTEGRATE "FRIENDSHIP AND HEALTHY RELATIONSHIPS" INTO THE SESSION

- (i) PE, sport and the PE4Life approach lend themselves to build friendships and healthy relationships.
- (ii) Create as many opportunities as possible for the learners to support each other, to give and receive feedback from each other in a positive way.
- (iii) Reflect where necessary during the session on aspects of friendship and relationships without distracting from the activity.

## OPENING TEAM CIRCLE

1. See steps in Chapter 4 – Connected PE – The Opening and Closing Circle
2. Possible leading questions
  - a. What is a friend?
  - b. Who is your best friend?
  - c. How did you become best friends?
  - d. Why is it important to have good friends?
  - e. What kinds of things do you like to do with your friends?
  - f. How can you be a good friend to others?
  - g. Who has had a disagreement with a friend? Tell us about it.
  - h. Did you manage to sort out your disagreement or are you still bad friends?
3. Tap cans 2x behind both your knees while leaning forwards, tap cans in front of you 2x, tap cans above your head 2x, tap cans in front of you 2x. Repeat.

## WARM-UP

TIME: 8 to 10 minutes

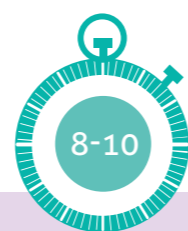
## EQUIPMENT:

- 4 Cones
- +/- 10 hoops
- flag or colourful hat



## SET-UP:

- Mark an area of about 12 x 12 metres square with cones
- Prepare a few stations (place hoops on the ground) i.e. 30 learners = 10 hoops
- Learners are randomly spaced

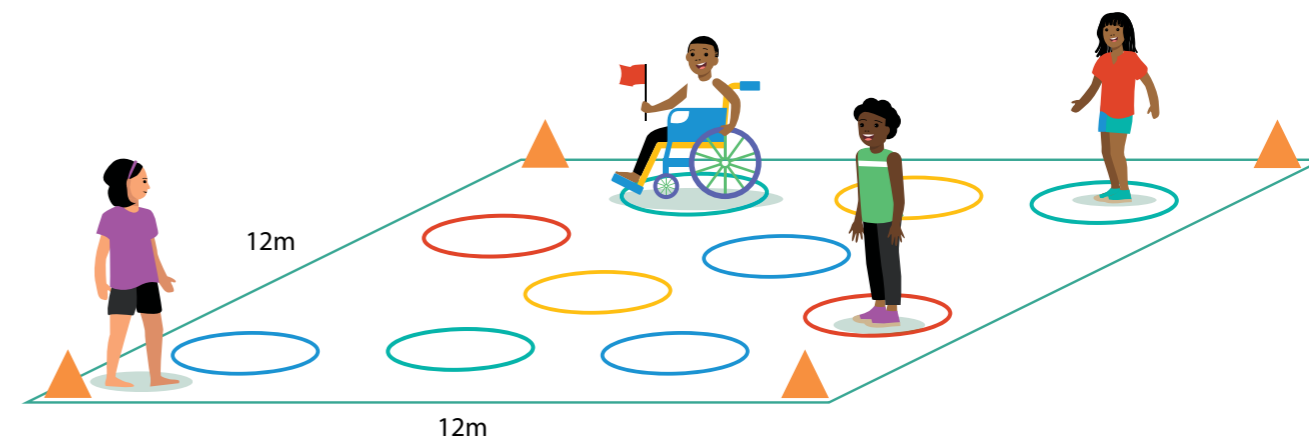


PE TOPIC:

THE START

PE4LIFE TOPIC:

FRIENDSHIP (HEALTHY RELATIONSHIPS)



## ACTIVITY 1:

Careful mobility stretching activities straight after the opening circle:

- Circle ankles left 10 x, then right 10 x
- Circle knees with hands on knees left 10 x, then right 10 x
- Circle hips with hands on hips left 10 x, then right 10 x
- Rotate shoulders with arms next to body forwards 10 x, then backwards 10 x

## ACTIVITY 2:

**Tag Game:** Appoint 1 tagger with a red flag or colourful hat to be identified. Tagger must be "It" for 30 seconds and count how many learners she/he can tag.

If you were tagged, you must get into one of the hoops and do the activity called out for you by the tagger: i.e.

- 10 x tuck sit-ups or
- 10 x push-ups with knees on the ground or with straight legs or
- 10 x jump-knee lifts with opposite elbow touching knee, alternating left or right knee with each jump

After 10 repetitions carry on running. After 30 seconds educator stops activity and asks who was not tagged. Appoint another tagger for the next round. Play it 5 x at least to get a pulse rate up to about 120 beats/minute.

**NOTE TO EDUCATOR:** In the context of the PE4Life topic, the tagger must be reminded to call friendly, easy activities and not use their "power" to make life difficult for their friends. (Teaching the "starting technique", integrating "friendship and healthy relationships" where possible).

PE TOPIC:

THE START

PE4LIFE TOPIC:

FRIENDSHIP (HEALTHY RELATIONSHIPS)

## MAIN PART 1

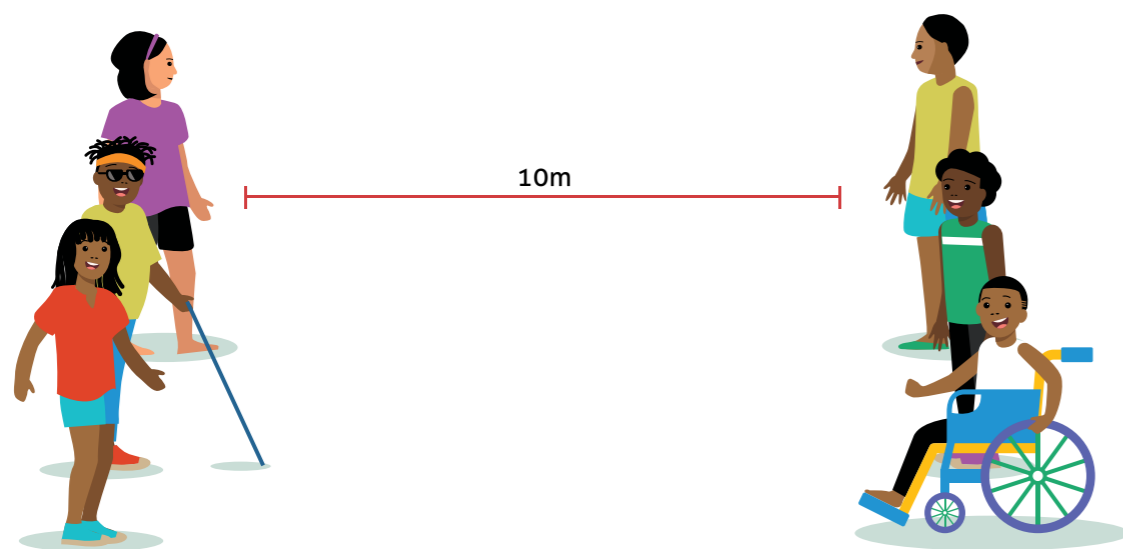


TIME: 12 to 15 minutes

EQUIPMENT: None

## SET-UP:

Draw 2 lines 10 metres apart and arrange learners into 2 groups facing each other



## ACTIVITY 1: Educator to demonstrate and explain good running technique (5 minutes)

- Relatively short but frequent strides to minimise breaking and bouncing.
- Imitate the motion of a “wheel” to move smoothly forward rather than bouncing.
- Leaning forwards slightly brings the body a natural forward momentum.
- Lean forward more to increase forward motion energy to get more speed.
- Use a good mid-foot strike with the ball of the foot touching the ground softly and the heels only touching it slightly.
- Keep elbows bent and let arms swing back to balance the body.
- Keep looking ahead of you, not under your feet.

During the demonstration, learners should see you from the side, so they can see your body posture and arm movements from a good angle.

PE TOPIC:

THE START

PE4LIFE TOPIC:

FRIENDSHIP (HEALTHY RELATIONSHIPS)

## ACTIVITY 2: Practise good running technique with different lead-up activities on the spot to improve running technique

- Move your arms next to your body with elbows bent, lightly leaning forwards to practise the importance of fast arm movements and body posture.
- Small running steps with quick arms and knees moving forward.
- Count how many running steps you can do in 15 seconds. Only count the steps on the left foot, then multiply by 2. The more the better. Compare your result with the people next to you.

## ACTIVITY 3: Improve running technique with “running school”

Different activities in locomotion (moving from A to B or from B to A – alternating with your partner) to improve running technique – Repeat each activity 3 x

- Jogging with small running steps with knees moving forward.
- Run faster with knees moving forward, arms moving faster.
- Jog with knees up on every 3rd step (learners to say it out loud: 1-2—Up, 1-2—Up, 1-2—Up,...)
- Same activity with a faster pace.

Remember to create opportunities for the learners to observe each other and give each other positive encouragement.

## MAIN PART 2



TIME: 12 to 15 minutes

EQUIPMENT: none

## SET-UP: As Main Part 1

- Use the set-up of the previous activities where learners are facing their partner but now move the groups closer as we are focusing on the start, not the running.
- The learners only need to run about 5 meters, then slow down and stop.
- **Each activity starts with Group A, then Group B. Group B must observe and encourage Group A.**
- Repeat each phase a few times.

PE TOPIC:

THE START

PE4LIFE TOPIC:

FRIENDSHIP (HEALTHY RELATIONSHIPS)

MAIN PART 2  
(CONTINUED)

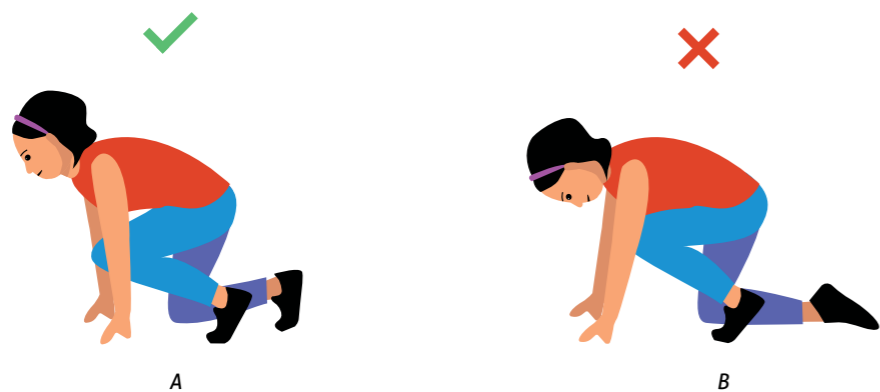
## ACTIVITY 1: Show and teach the 3 phases of the start

## 1. ON YOUR MARKS

This is the starting position where the runners are lined up behind the starting line in their individual lanes. They should be in a crouched position:

- Fingers are behind the line
- Fingers form a high bridge
- Hands are evenly positioned and slightly wider than shoulder-width
- Shoulders are back and positioned above or slightly forward of the hands
- Arms are straight, but not locked at the elbows
- Head and neck are in line with the spine
- Eyes are focused on the track one or two metres ahead

## COMMON MISTAKES:



1. The back leg being extended too far behind the runner. (B) It is important to be in this tucked position so that maximum push-off power can be generated. (A)
2. To have 'flat hands' – the hands should ideally form a bridge or arch, and the palms should not be flat on the ground.

**All together:** Let the learners follow your explanation of the correct position and correct their posture.

PE TOPIC:

THE START

PE4LIFE TOPIC:

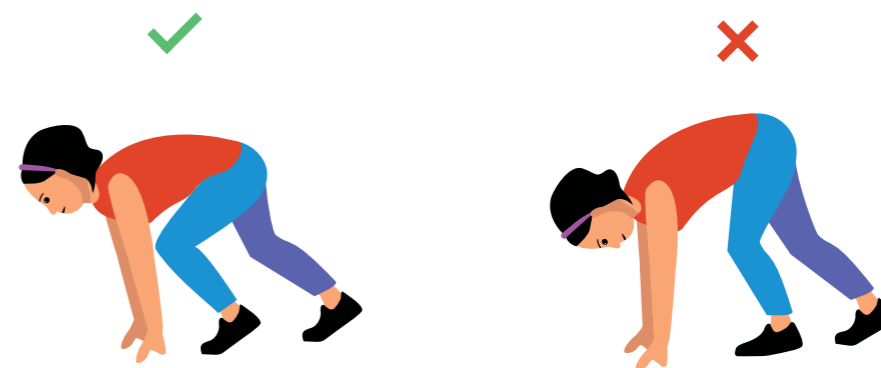
FRIENDSHIP (HEALTHY RELATIONSHIPS)

## 2. GET SET

The starter will then call out 'get set', which is the cue for the athlete to lift the hips up and slightly forward. This puts the runner in a position to push off the ground at maximum speed when the gun goes off. During this phase, it is important to ensure that:

- the breath is held.
- hips are slowly raised to a position above the shoulders.
- head and neck are in line with the spine.
- eyes are focused on the track one or two metres ahead.
- shoulders are vertically above or slightly forward of the hands.
- front leg knee angle is approximately 90 degrees/rear leg knee angle is approximately 120 degrees.
- feet are pushed hard back into the track.

## COMMON MISTAKES:



1. The hips have gone straight up so that the runner's weight is actually quite well behind him. It is impossible to get a quick start from the blocks from this position.
2. Correct technique is when the runner is leaning forward so that the shoulders are in front of the hands and ready for a good start in the direction of the finish line.

PE TOPIC:

THE START

PE4LIFE TOPIC:

FRIENDSHIP (HEALTHY RELATIONSHIPS)

MAIN PART 2  
(CONTINUED)

## ACTIVITY 2:

1. On command of the educator: "Get Set", start with "Mountain climber" exercise to practise correct posture and knee action:

Front support – bringing one leg up at a time and down one at a time performing a running action.

Feet not to touch the floor when bringing knee to chest. Do this for a few seconds until...

2. Educator says: "Go". Push off with the leg behind without lifting hips high and take a few running steps then slow down.
3. Go

As the whistle/gun goes off to start the race, it is important that runners don't just suddenly jump straight up and take off running. The best method is to run from the starting line and keep as low as possible to the ground, like an airplane taking off and gradually easing up. During this phase, it is important to:

- exhale
- drive the arms hard
- drive the back leg forward into a high knee action
- extend the whole body so there is a straight line through the head, spine and extended rear leg. The body should be at an angle approximately 45 to 60 degrees to the ground
- eyes should be focused on the track two to three metres in front of the athlete
- keep low, relaxed and drive

## ACTIVITY TO APPLY THE CORRECT TECHNIQUE:

1. Place hands behind the line. Kneel on weaker back leg (which will be used to step forward) and foot of other leg (the stronger leg) just behind the line to take off from.
2. On "Get set", lift hips half-way up and look in front of you
3. On "Go", move back leg forward while keeping the hips at medium height and looking forward. Move knees forward, towards your chest.

**Change Group A and Group B after each attempt. Repeat a few times. Remember that afterwards the observing group must give positive encouragement.**

## TIPS: HOW TO ADAPT THE SESSION TO BE INCLUSIVE.

- (i) Increase or decrease the distance between the lines.
- (ii) Learners with a physical disability can blow the whistle to control the activity and call, "On your marks, get set, go".

PE TOPIC:

THE START

PE4LIFE TOPIC:

FRIENDSHIP (HEALTHY RELATIONSHIPS)

## 5. COOL DOWN

Learners walk slowly around the area. Shake legs and arms. Demonstrate in slow motion the correct running technique.

## CLOSING CIRCLE

1. Allow the learners to repeat the key techniques of starting.
2. Let the learners reflect on the importance of healthy friendships in their daily lives.
3. Let the learners share what it felt like to get positive encouragement from friends during the session.
4. Let the learners reflect on the possible consequences if they have the "wrong" friends.
5. Ask the learners to give you feedback on the session. What did they enjoy, what did they not enjoy?
6. Thank the learners, highlight and acknowledge specific individuals who stood out in building positive friendships.
7. Make any other announcements and close the session.





## SESSION 2

## GRADE 4

PE THEME:

DANCE

PE TOPIC:

CREATIVE ACTIVITIES

PE4LIFE TOPIC:

CHOICES (DECISION-MAKING)

## PE OBJECTIVES

By the end of the session the learners must be able to:

- demonstrate some basic dance step and arm movements.
- apply movement patterns in a specific order.
- perform a prescribed sequence with music.
- work in a group to create a team performance.

## PE4LIFE OBJECTIVES

By the end of the session learners should be able to:

- reflect on key decisions that they will make in their lives.
- reflect on the consequences of poor decisions.

## KEY MESSAGES ON CREATIVE ACTIVITIES

- Creative activities** in PE combine imagination and creativity to help learners explore and have a better understanding of the world.
- Creative play promotes the all-inclusive development of learners by enhancing their physical, social, mental, emotional, and spiritual growth.
- Activities must aim to promote group creativity.
- The educator must create a safe space for learners to openly participate and express their feelings and thoughts.
- Many sports and PE activities have some sort of competitive aspect. However, creative activities can also teach learners that PE can purely be fun and avoid the competition process.
- Creative PE activities that differ from the regular syllabus will attract learners and create a positive attitude towards PE and PE4Life.

PE TOPIC:

CREATIVE ACTIVITIES

PE4LIFE TOPIC:

CHOICES (DECISION-MAKING)

## KEY MESSAGES ON CHOICES (DECISION-MAKING)

- Learners must develop the skill to be able to make good choices independently and logically.
- A good choice is described as a decision that positively affects your life and will help you achieve goals that you have set.
- Learners must be guided to think methodically through the decision-making process when possible and not make rushed decisions.
- If they get into the habit of thinking through decisions this will help them to become better at making split-second decisions on the sports field.
- There are many factors that influence decision-making such as personal, environmental, social and behavioural factors.
- For a Grade 4 to 7 learner, emphasise their groups of friends, both at school and in their communities.
- The area in which they grow up, their household dynamic and their support systems will influence their choices.
- Learners must be encouraged to make good choices by not falling victim to peer pressure as well as focusing on what they would like to achieve in life and whether their choices will benefit their future goals.
- There are many models for decision-making. Introduce learners to the IDEAL model.

**I** – Identify the problem or issues.

**D** – Describe how you might solve this problem.

**E** – Evaluate possible solutions.

**A** – Act on one of the solutions.

**L** – Learn from your choices.

## TIPS: HOW TO INTEGRATE "CHOICES AND DECISION-MAKING" INTO THE SESSION

Create opportunities for the learners, individually and in groups, to make choices and decisions and to learn from their choices.

PE TOPIC:

CREATIVE ACTIVITIES

PE4LIFE TOPIC:

CHOICES (DECISION-MAKING)

## OPENING TEAM CIRCLE

1. See steps in Chapter 4 – Connected PE – The Opening and Closing Circle
2. Possible leading questions
  - a. What are some of the choices and decisions you make every day? What decisions are made for you by your carers and parents and which decisions are left in your own hands? E.g. What clothes to wear. Whether and when you are going to start working on your assignments. What activities you are going to do.
  - b. Do you think about your choices? Should you think more about your choices?
  - c. What are some of the consequences if you make poor choices or decisions?

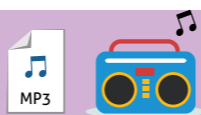
## WARM-UP



TIME: 8 to 10 minutes

## EQUIPMENT:

- Portable speaker and selected music (medium speed) + AUX cord



**NOTE TO EDUCATOR:** A few days before the lesson, brief some of the learners, let them have a discussion and make a choice with regards to the music.

SET-UP: Facing rows



PE TOPIC:

CREATIVE ACTIVITIES

PE4LIFE TOPIC:

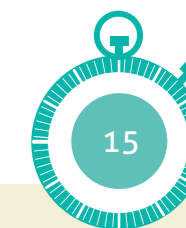
CHOICES (DECISION-MAKING)

## ACTIVITY:

Choose a piece of music that is suitable for medium-impact activities

1. Learners clap the beats while walking on the spot
  2. Start walking in different directions with the use of rhythm of the music (always start with right foot) – educator uses mirror image ("Follow the leader")
  3. Perform a sequence of 4 walking steps + 2 skips
  4. Perform a sequence of 4 walking steps + 2 skips + 2 slide steps (R-L-R-L)
  5. Divide the learners quickly into groups (max. 4) and let them discuss another activity to add to the combination of steps. Let one learner explain, while the rest of their group demonstrates the extra movement.
  6. Let the whole class quickly decide, even by simple voting, which movement will be added to the sequence.
  7. Perform this sequence of **4 different movements** a few times.
- Reflect briefly on whether they are happy with the decision they made.

## MAIN PART 1



TIME: 15 minutes

## EQUIPMENT:

- 'Better When I am Dancing' by Megan Trainor: Peanut Movie theme song  
<https://www.youtube.com/watch?v=npdg21rjowU>



## ACTIVITY: Prescribed dance sequence

1. Educator to demonstrate the sequence or show a video of the sequence which will be learnt.
  - Use mirror image for demonstration and teaching: face learners. *Start everything to your left (it will mean right for the learners as it is prescribed in the sequence)*
2. Teach **1st movement block**: intro of music (8 beats) sway hips right and left x 4
3. Teach **2nd movement block**: side steps and cross arm swings (4 x 8 beats)
  - Do this 1st with no music, only count out loud
  - Practise at least 3 x
4. Combine block 1 and 2 and with music and repeat at least 3 x
5. Teach **3rd movement block**:
  - 4 steps walk forward + clap hands
  - 4 steps backward + jump arms up (4 x 8 beats)
  - Do this 1st with no music, only count out loud
  - Practise at least 3 x
  - Combine block 1, 2 and 3 with music and repeat at least 3 x

PE TOPIC:

CREATIVE ACTIVITIES

PE4LIFE TOPIC:

CHOICES (DECISION-MAKING)

MAIN PART 1  
(CONTINUED)

6. Teach **4th movement block**: 'Feel better when I am dancing' part of the song  
 Turn right and skip in a pattern of small circle, 8th step jump with arms up  
 Turn left and skip in a pattern of small circle, 8th step bend knees and touch ground
- Do this 1st with no music, only count out loud
  - Practise at least 3 x
  - Combine block 1, 2 and 3 and 4 with music and repeat at least 3 x

INTERVAL: 8 counts **free dance** facing forward  
 then

START the same sequence from block 2... repeat

**NOTE TO EDUCATOR:** This lesson can be spread over two lessons if necessary. You are likely to find gifted dancers in the class. Allow and encourage them to take the lead.

## MAIN PART 2

**TIME:** 12 to 15 minutes

**EQUIPMENT:** Same as Part 1

**SET-UP:**



PE TOPIC:

CREATIVE ACTIVITIES

PE4LIFE TOPIC:

CHOICES (DECISION-MAKING)

## ACTIVITY: Dance show

Divide learners into 2 groups and line them up facing each other.

Give the groups an opportunity to plan and "rehearse." Let them decide who will stand where.

Group 1 perform the learned sequence (from beginning: Block 1 to Block 4 including "free dance") while Group 2 are sitting as spectators.

At the end of their performance, switch groups and change roles: Group 1 sits and Group 2 performs.

Repeat it if there is time. Let's see which group can do it without making a mistake.

Educator can also use this activity as a group assessment.

## TIPS: HOW TO ADAPT THE SESSION

- Learners with a physical impairment may assist by being "judges" of the "show". They can make choices on the criteria for success with the help of the educator.
- Depending on the ability and skills of the learners, allow them to add their own dance move to the sequence.

## 5. COOL DOWN

## Balance Challenge

## Close your Eyes and Listen

Arrange learners in a circle about 2 metres apart from each other. Educator to be part of the circle to be close to children. This cool-down activity can also be done with a partner or in a small group as well. Learners will learn to describe a movement pattern/body position and increase their vocabulary.

All learners must close their eyes. Educator will describe different balancing body positions with concise verbal instructions given.

Learners must listen very carefully and follow verbal instruction without seeing.

Continuous feedback must be given by the educator using the name of the child whose position is being corrected. Hold each position for 10 seconds before changing to the next.

Balancing positions can include, but are not limited to, the following:

- Stand on toes
- Stand on toes with arms sideways
- Stand on toes with arms up
- Stand with one foot away from the ground in front, knees straight
- Stand with one knee bent in front (Stork stand)
- Stand with one foot away from the ground behind, knees straight (Arabesque)
- Stand on one leg, other leg behind, leaning forwards, arms sideways (Scale)
- Each position can be performed with different arm positions.

PE TOPIC:

CREATIVE ACTIVITIES

PE4LIFE TOPIC:

CHOICES (DECISION-MAKING)

CLOSING CIRCLE

1. Review the key messages from the session.
2. Let the learners reflect on all the various decisions that were made during the session.
3. Let the learners reflect on the role of good choices and decisions in their lives and "commit" to at least one important decision in their lives.
4. Ask the learners to give you feedback on the session. What did they enjoy, what did they not enjoy?
5. Thank the learners, highlight and acknowledge specific individuals to build self-esteem.
6. Make any other announcements and close the session.

SESSION  
2

SESSION 3

GRADE 4

PE THEME:

GYMNASTICS

PE TOPIC:

TUMBLING

PE4LIFE TOPIC:

PERSONAL HYGIENE (COVID-19)

## PE OBJECTIVES

By the end of the session the learners must be able to:

- experience body preparation activities for the development of core strength.
- demonstrate lead-up activity for forward roll (rotations).
- execute a tuck handstand and bunny hops (preparation to handstand) – into a standing position.
- hold a balancing position (Arabesque).

## PE4LIFE OBJECTIVES

By the end of the session learners should be able to:

- describe how Covid-19 is spread.
- describe at least 3 actions they can take to prevent the spread of Covid-19.
- demonstrate an understanding of a few key myths relating to Covid-19.
- demonstrate an understanding that even as young children, they can play a role in slowing down the spread of the virus.

SESSION  
3

## KEY MESSAGES ON TUMBLING

- Tumbling is described as a form of gymnastics that makes use of acrobatic skills which include handstands and somersaults. Tumbling is also referred to as power tumbling.
- Gymnastic skills such as balance, strength and flexibility will carry over into all physical activities that the learner participates in and this message must be conveyed by the coach/educator.
- Before a learner can begin learning more difficult and technical skills, tumbling is a basic motion that must be mastered.
- Perfecting the basic skill of tumbling has the benefit of reducing the risk of injury as well as improving coordination.
- The many other benefits of tumbling include:
  - increased flexibility
  - self-discipline
  - bone health
  - disease prevention
  - building muscle and gaining strength



PE TOPIC:

TUMBLING

PE4LIFE TOPIC:

PERSONAL HYGIENE (COVID-19)

**KEY MESSAGES ON PERSONAL HYGIENE (COVID-19)**

What is the Coronavirus?

The World Health Organization (WHO) defines coronaviruses as a large family of viruses that cause illnesses ranging from the common cold to more severe diseases.

What is **Covid-19**?

It stands for **coronavirus disease of 2019** and is caused by the novel coronavirus SARS-CoV2. It started in Wuhan, China, in late 2019 and has spread worldwide. Covid-19's signs and symptoms include respiratory symptoms and include fever, cough and shortness of breath. In more severe cases, infection can cause pneumonia, severe acute respiratory syndrome (SARS) and sometimes death.

Summary of basic information on the coronavirus:

- It is a virus.
- You cannot see it with your bare eyes.
- The virus is dangerous and can make people ill.
- The virus enters the body through the mouth, eyes and nose.
- If an infected person coughs, sneezes or shakes hands, the virus can be transmitted.
- A person can have the virus in their bodies without showing symptoms.
- The symptoms include a high temperature and coughing.
- Keeping a physical distance of two metres from other people can help you to protect yourself.

Some false myths:

- Children cannot get Covid-19.
- Mainly big cities in Namibia are vulnerable but the rural areas are safe.
- Namibia is too warm for the virus to spread.
- China is to blame for Covid-19. (This should be avoided as it could lead to negative attitudes towards Chinese people in Namibia.)
- If you are infected with Covid-19, you will definitely die.
- Although it may be sensitive to talk to Grade 4 to 7 learners about death, it is, of course, a reality that many would have experienced in their family environment. Deal with it sensitively, but it cannot be avoided.
- Taking a hot bath or shower helps to protect you from the virus.

**TIPS: HOW TO INTEGRATE "MESSAGING ON COVID-19" INTO THE SESSION.**

**NOTE TO EDUCATOR:** Although the PE4Life programme may be rolled out at a time when vaccines may be freely available, the messages will still be relevant.

- Let the learners practise social distancing throughout the lesson.
- Make sure the learners wash their hands and sanitise before, during and after the lesson.
- Allow the learners to reflect on these practices throughout the lesson.



PE TOPIC:

TUMBLING

PE4LIFE TOPIC:

PERSONAL HYGIENE (COVID-19)

**OPENING TEAM CIRCLE**

1. See steps in Chapter 4 – Connected PE – The Opening and Closing Circle
2. Possible leading questions:
  - Who can explain what the coronavirus or Covid-19 is?
  - How has Covid-19 impacted your daily life?
  - Has anybody lost a friend or family member, or a family friend. Please share.
  - Who can explain how we can help to stop the spread of the virus?

(Depending on the situation in Namibia at the time, other questions, e.g. on the vaccination role out process, may be appropriate)

**WARM-UP****TIME:** 8 to 10 minutes**EQUIPMENT:** 4 hula hoops**SET-UP:**

- 4 taggers as "fishermen"
- Arrange learners randomly like fish in the sea.
- Remind the learners to maintain social distancing.

**ACTIVITY 1: Tag game: "Fisherman" catch a fish with your net**

4 taggers, each with a hoop in their hands (fisherman with a net), tries to tag a fellow learner by touching them with the hoop. When they tag you, you get the hoop and become the fisherman. The other learners do swim-like movements with arms while moving ("swimming") away from the fisherman.

**ACTIVITY 2: Mobility stretches - Water theme**

Balancing poses: Play music that has a water theme just to flow from the fisherman game to another activity. Arrange learners in a big circle like the ocean. Emphasise the concept of social/physical distancing.

PE TOPIC:

TUMBLING

PE4LIFE TOPIC:

PERSONAL HYGIENE (COVID-19)

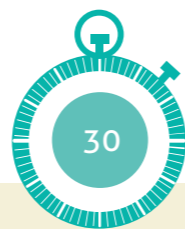
WARM-UP  
(CONTINUED)

## ACTIVITY 2: CONTINUED

Educator leads stretching activities while standing on your toes. Hold each pose for at least 10 seconds:

- Grow tall like seaweed, stretch arms high up.
- Move like seaweeds in the sea with waves – sideways bends with arms up.
- Turn around like a whirlpool arms sideways once to your left, then to your right.
- Stand on one leg with arms sideways, lean sideways with other leg held on the side – like a starfish. Try this with balance on other leg.
- Balance stand on one leg with arms sideways, lean forward with one leg raised behind -like a sailing boat with anchor (balancing leg) down.

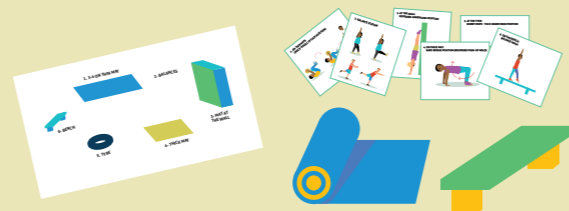
## MAIN PART 1



TIME: 30 minutes

## EQUIPMENT:

- 6 printed or sketched floor maps (p.235)
- skills cards (p.234)
- 2-3 mats or soft underground
- a wall or similar to be able to lean against
- a bench



## ACTIVITY: Learn gymnastics skills

- Divide class into 6 groups. Each group receives a floor map (attached) and a skills card.
- They must set up their stations, organise themselves in the group and calculate how much time they need to spend /activity, what equipment they need, how much space they have?
- Each group must work at a station for at least 3 minutes.
- When educator gives command, move to next station with a different type of jump each time.
- Remember to ensure social distancing and let children sanitise and/or wash hands during the session

PE TOPIC:

TUMBLING

PE4LIFE TOPIC:

PERSONAL HYGIENE (COVID-19)

## 1. ON THIN MATS

- Rock and roll in tuck position with a ball in the hand, hand the ball to partner when coming up to crouching position. Change roles after 10/ repeat.



**NB:** Educators may not have access to thin mats. You must improvise, the activity can easily be done on grass, cardboard, old towels, etc.

## 2. BALANCE STATION

- Try different balance positions, hold each for at least 5 seconds
- Try these with eyes closed or on a soft surface as well.



PE TOPIC:

TUMBLING

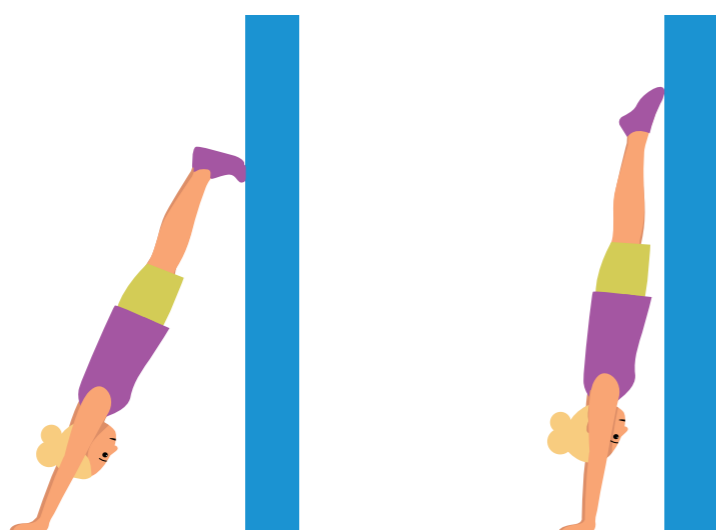
PE4LIFE TOPIC:

PERSONAL HYGIENE (COVID-19)

MAIN PART 1  
(CONTINUED)

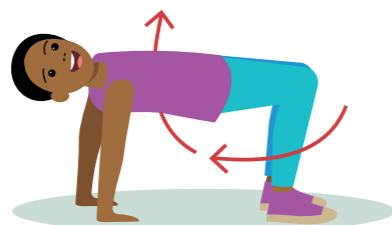
## 3. BY THE WALL: Reversed handstand position by the wall

- Arms extended out of the shoulders  
"lock your elbows with a key!"
- Hands flat with fingers facing forward
- Head neutral "peep at your hands"
- Legs and glutes squeezed tight
- "Straighten your back, grow as tall as you can."
- "Slowly walk your hands forwards as you walk your feet down the wall."  
Hold for at least 5 seconds, then come down slowly!



## 4. On thick mat: baby bridge position (reversed push-up hold)

- Sit on the floor.
- Reach back and place both hands on the floor.
- Lift your buttocks off the floor.
- Keep your arms straight and hips high.  
Hold while partner crawls under 3 x. Change roles/ Repeat



Partner crawls under

PE TOPIC:

TUMBLING

PE4LIFE TOPIC:

PERSONAL HYGIENE (COVID-19)

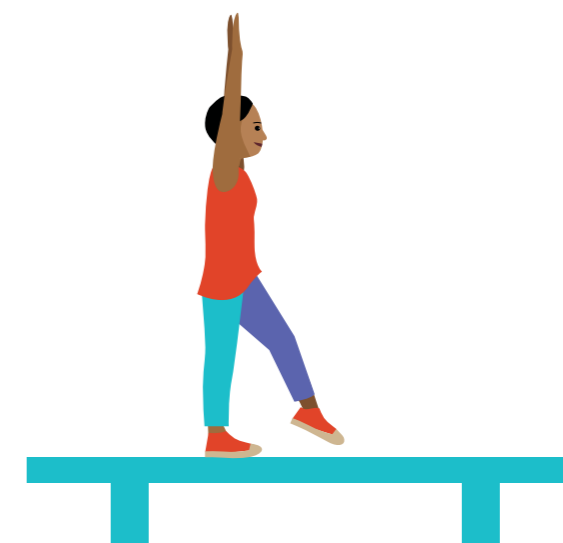
## 5. By the tyre: bunny hops (tuck handstand position)

- Put your hands on an elevated surface ( e.g. a tyre), arms straight
- Jump into a tuck handstand position with back straight, knees tucked onto your chest
- Head between your arms  
Try at least 3-5 consecutive bunny hops/time



## 6. On the bench: balance walk (if there is no bench on bricks)

- Keep good posture and a tight body.
- Straight body position.
- Chin Up, shoulders down, stomach in, hips forwards, straight knees
- Keeping good posture on balancing object.
- Toes one in front of each other.
- Always look at the end of the bench.  
Try this with obstacles on the bench and or bean bag on head.



PE TOPIC:

TUMBLING

PE4LIFE TOPIC:

PERSONAL HYGIENE (COVID-19)

**TIPS: HOW TO ADAPT THE SESSION TO BE INCLUSIVE.**

The lesson lends itself to appointing learners with a disability to assist with explanations and demonstrations, but also to perform balancing and other activities well within their capabilities. For the more gifted learners, let them see how long they can hold the balance positions instead of predetermining a count.

**5. COOL DOWN**

Simple stretching activities. These can be led by the learners.

**CLOSING CIRCLE**

1. Review the key messages on Covid-19, emphasise the key messages and anything else not mentioned.
2. Let the learners reflect again on how Covid-19 impacted and continues to impact on their daily lives. (Please allow different learners to speak).
3. Ask the learners to give you feedback on the session. What did they enjoy, what did they not enjoy?
4. Thank the learners, highlight and acknowledge specific individuals to build self-esteem.
5. Make any other announcements and close the session.

**SESSION 4**

GRADE 4

PE THEME:

PHYSICAL FITNESS

PE TOPIC:

IMITATING ACTIVITIES

PE4LIFE TOPIC:

HEALTHY LIVING HABITS

**PE OBJECTIVES**

By the end of the session the learners must be able to:

- demonstrate imitative activities of:
  - animals from different environments that involves locomotion.
  - imaginary characters that involve different type of crawls, jumps.
- use their core muscles to maintain correct posture and space.
- carry their own body weight with the involvement of upper body strength.

**PE4LIFE OBJECTIVES**

By the end of the session learners should be able to:

- list healthy living habits.
- explain why it is important to have healthy living habits.
- list some of the possible consequences of unhealthy living habits.

**KEY MESSAGES ON IMITATING ACTIVITIES**

- Healthy living habits improve people's health and well-being.
- Healthy habits include:
  - exercise
  - a nutritious diet
  - good personal hygiene
  - enough sleep
  - staying hydrated
  - challenging yourself
- Healthy living habits can differ from person to person.
- Encourage learners to be consistent with their healthy habits

**TIPS: HOW TO INTEGRATE "HEALTHY LIVING HABITS" INTO THE SESSION.**

Besides the opening and closing circles, create opportunities for learners to share who they admire in life, who they would like to "imitate" and why. They should reflect on the healthy living habits of their role models.



PE TOPIC:

IMITATING ACTIVITIES

PE4LIFE TOPIC:

HEALTHY LIVING HABITS

## OPENING TEAM CIRCLE

1. See steps in Chapter 4 – Connected PE – The Opening and Closing Circle
2. Possible leading questions: What time did you go to bed last night? What time did you wake up? Did you get enough sleep? How much sleep is good for your health?
  - a. Can you name a healthy activity that you did today? E.g. did you brush your teeth this morning? Did you wash your hands?
  - b. How do you keep your bodies clean? How often do you take a bath or shower?

## WARM-UP

TIME: 8 to 10 minutes

## EQUIPMENT:

- Mats
- tyres or markers
- music – e.g. The Little Mermaid's 'Under the Sea'



SET-UP: Place some mats randomly on the ground; if outdoors, put markers down.

## ACTIVITY:

Play the music. When music stops educator call out actions: "Swim like a..."  
Learners then move around or act like a sea animal until music stops again.

1. Jellyfish (Jump up with feet together, arms up, wobble body)
2. Stingray (on your tummy arms and legs swinging in and out)
3. Seal (Front support position, hips touch the ground drag your legs while moving forward with arms)
4. Crab (Rear support – moved sideways or backwards)
5. School of fish (move together, educator gives directions)
  - When educator calls out: "Shark attack!", all sea creatures must:
    - Option a) Form an island** and stay together and keep still without moving.
    - Option b) Get onto an island** – can be anything that is on a higher surface than the ground (i.e., table, chair, mat, tyre or a demarcated area).
  - Keep still until educator starts to play music again, act out a sea animal again.



PE TOPIC:

IMITATING ACTIVITIES

PE4LIFE TOPIC:

HEALTHY LIVING HABITS

Reflect at the end of the warm-up. Who likes to swim? Who taught you to swim? Where did you swim? Is swimming a healthy activity? If you are not near to a place you can swim, what other exercise can you do?

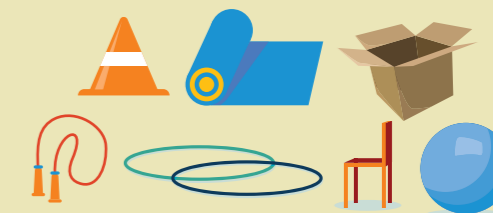
## MAIN PART 1

TIME: 12 to 15 minutes



## EQUIPMENT:

- 6-8 markers
- mats
- 2 cardboard boxes
- 12 (skipping) ropes
- 4 hoops
- 5 chairs or small tables
- 6 balls



## SET-UP:

Stations with 5-6 learners per station that are about 5 metres apart.

## Activity Stations:

## "Move like a..."

1. **Baboon by the tree**
  - Place a mat by a wall with markers placed on the ground 3 metres apart.
  - Start by marker A and move sideways with hands on ground, feet on the wall or elevated surface.
  - Move from A to B, then walk to the end of your group to wait for your turn again.
2. **Springbok on the plains**
  - Place markers 4-5 metres apart and move between them.
  - Put some obstacles on the ground: paper box, hoops, ropes to move over.
  - Move from A to B without touching the obstacles that representing hazards (box=rock, hoop=traps, rope=snake).
  - Start in a squat position and jump from hands then to feet alternating – like bunny hops – then walk to the end of your group to wait for your turn again.

PE TOPIC:

IMITATING ACTIVITIES

PE4LIFE TOPIC:

HEALTHY LIVING HABITS

MAIN PART 1  
(CONTINUED)

3. **Gallop sideways like zebras** (over lines).
  - Place skipping ropes to form a circle or draw a big a circle of about 6-8 metres radius (representing a water hole).
  - Gallop jumps around the waterhole with knees high.
  - Learners can move sideways, with feet stepping (jumping) over and behind the line (ropes) in a zigzag pattern.
  - Can change direction, once right, next time left.
4. **Crawl like snakes**
  - Place 5 chairs or small tables in a row 1 meter apart.
  - Learners to crawl under the "tunnel" on their tummy, then walk to the end of your group to wait for your turn again.
5. **Elephant stroll**
  - Place markers 4-5 metres apart and move between them.
  - Each learner to get a ball.
  - Move between A and B on all fours with hands flat on the ground, hips high, knees straight. Keep the ball rolling on the ground below tummy like a baby elephant strolling under being protected by the mummy elephant (push the ball forward gently with your feet and keep it below your body with hands and feet).

After completion of tasks for a period of time (+- 2 minutes), educator to give command for moving to the next station.

## MAIN PART 2



TIME: 12 to 15 minutes

## EQUIPMENT:

- Markers
- 2 cardboard boxes
- 12 ropes
- 4 hoops
- 5 chairs



PE TOPIC:

IMITATING ACTIVITIES

PE4LIFE TOPIC:

HEALTHY LIVING HABITS

## SET-UP:

- Create a circuit with the five stations arranged into a sequence to move in the jungle/savannah (obstacle course).
- Group learners into groups of 4-5, standing by a station to start.

## ACTIVITY:

To get from one station to the next learners will "Move like a..."

1<sup>st</sup> 3 rounds: baboon (move on all fours)

2<sup>nd</sup> 3 rounds: grasshoppers (little jumps forward on 2 feet with arms above head representing feelers)

3<sup>rd</sup> 3 rounds: zebra (gallop jumps)...

After 3 rounds (continuing circuit 3 x in a row) take a little break. During the break learners can do stretches all together, educator or learner to call out stretching activity.

## 5. COOL DOWN

You will need chairs to balance on; if there are no chairs, use hula hoops as a spot. Another theme of animals. This time animals that fly in the air.

Chairs placed randomly on the ground. Learners walk slowly on toes between chairs.

Educator calls command "Fly like a ..."

Learners move around with arms spread sideways like wings of birds:

- **Blue crane:** When educator calls this, learners must get on a chair and do a balance stand with arms moving by their sides like wings and legs held in different positions.
- **Dragonfly:** When educator calls this, learners turn around on the spot with arms sideways.
- **Glide:** When educator calls this, learners lie on their stomachs on a chair or on the ground and balance, pretending to be a bird gliding in the air without flapping their wings.

PE TOPIC:

IMITATING ACTIVITIES

PE4LIFE TOPIC:

HEALTHY LIVING HABITS

CLOSING CIRCLE

1. Reflect on the exercises they just did. Reflect on **exercise** as a part of healthy living.
2. Let the learners reflect on what healthy living habits should form part of their daily routines. Let them discuss in pairs or small groups what new healthy living habits they are going to start in their daily lives.
3. Ask the learners to give you feedback on the session. What did they enjoy, what can be improved?
4. Thank the learners, highlight and acknowledge specific individuals to build self-esteem.
5. Make any other announcements and close the session.

SESSION  
4

SESSION 5

GRADE 5

PE THEME:

DANCE

PE TOPIC:

CREATIVE DANCE

PE4LIFE TOPIC:

GENDER AND SEX

## PE OBJECTIVES

By the end of the session the learners must be able to:

- demonstrate basic steps without and with music.
- perform a short dance sequence with music.
- create their own combination of steps.

## PE4LIFE OBJECTIVES

By the end of the session learners should be able to:

- demonstrate an understanding of the concepts of gender and sex and the difference between gender and sex.
- understand and challenge stereotypes relating to gender and sex.

SESSION  
5

## KEY MESSAGES ON CREATIVE DANCE

- Creative dance is a way of moving that uses the body as an instrument of expression and communication.
- The learner uses their imagination and creativity and allows a sense of freedom.
- Through dance the learners can develop teamwork, focus, improvisational skills and communication skills.
- Through dance, the learners also learn more about themselves.
- Different cultures and nationalities have developed different dance forms. Learners can also learn more about other nations and cultures through dance.
- Dance is an affordable and accessible way to stay fit and promotes lifelong fitness.
- Dancing can improve muscle tone, strength and endurance.
- Dancing is a good way to make new friends.



PE TOPIC:

CREATIVE DANCE

PE4LIFE TOPIC:

GENDER AND SEX

## KEY MESSAGES ON GENDER AND SEX

## SEX

- (i) In the context of this session, "sex" refers to the biological characteristics that define people as males or females.
- (ii) People are born with a "sex".
- (iii) We are born with different body parts. It is part of the natural process of life.
- (iv) Sex is a universal and historical concept, it does not depend on history and culture. It cannot be changed except by medical procedure. For example, only women can give birth and breastfeed due to their characteristic female organs.
- (v) Sex differs from gender as sex is biological and gender is socially constructed.

## GENDER

- (i) Refers to the socially constructed set of roles and responsibilities associated with being a male or female.
- (ii) Gender describes what society expects of us because of our sex. Gender norms can be challenged and changed over time.
- (iii) The change in gender norms should be supported by coaches such as allowing anyone to participate regardless of their gender.
- (iv) Gender roles vary in different societies, cultures and religions.
- (v) The use of sport and PE to break down gender stereotypes is important as young learners are impressionable and must be made aware of gender equality.



## TIPS: HOW TO INTEGRATE "GENDER AND SEX" INTO THE SESSION.

Throughout the lesson there will be various opportunities to drive home lessons relating to "Gender" and "Sex". Separate the class into separate "sexes" whenever possible. Have brief discussions to emphasise the difference between "sex", physical attributes and "gender", which relates to socially constructed roles of males and females.



## OPENING TEAM CIRCLE

1. See steps in Chapter 4 – Connected PE – The Opening and Closing Circle
2. Possible leading questions:
  - a. Introduce yourself and tell us whether you are male or female.
  - b. Are male and female the only way people describe themselves?
  - c. Who can explain the difference between "sex" and "gender"?
  - d. What is your gender?
  - e. Do you think girls are better dancers than boys? Explain.
3. Explain a few of the **key messages** briefly so learners clearly understand the difference between "sex" and "gender".

PE TOPIC:

CREATIVE DANCE

PE4LIFE TOPIC:

GENDER AND SEX

## WARM-UP



TIME: 8 to 10 minutes

## EQUIPMENT:

- Portable speaker
- Selection of music as described in list activity below (from 5 countries)



## SET-UP:

Learners randomly spaced on the floor or outside area

## ACTIVITY: Free dance

Play 5 different types of music (1 minute each) from different countries, i.e.:

- Bollywood film music (India)
- Hip-hop (USA)
- Classical music (Germany/Austria)
- Kwaito (South Africa)
- Kizomba (Angola)

NB: Involve the learners in research and selection of the music beforehand.

Learners to dance the way they feel for each piece of music.

Observe the group and choose who does the best suitable steps.

Divide the girls from the boys and let them demonstrate their dance moves separately. Discuss whether they noticed any differences in the way boys or girls danced.

Play each piece of music for about a minute, then stop and ask the learners who managed to identify the country and type of movement that would match the music to demonstrate their dance steps.

PE TOPIC:

CREATIVE DANCE

PE4LIFE TOPIC:

GENDER AND SEX

## MAIN PART 1



TIME: 12 to 15 minutes

## EQUIPMENT:

- Portable speaker and music downloaded from YouTube  
<https://www.youtube.com/watch?v=Ewqq-3xJFdI>
- Chalk or stickers to create circles on the ground for direction



## SET-UP:

Arrange the learners into groups of 6. Each group to have a 1-meter radius circle on the ground representing a clock. Ask the learners to divide the circle into four parts and mark 12 o'clock on the top, 3 o'clock, 6 o'clock and 9 o'clock.

ACTIVITY: African clock dance lesson – website +- Five minute dance lesson



Demonstrate the sequence with music then start teaching it block by block  
**The Clock Dance Sequence – repeat each step 4x**

PE TOPIC:

CREATIVE DANCE

PE4LIFE TOPIC:

GENDER AND SEX

## Step to the side

- Step on right foot
- 12 o'clock and back to middle
- 3 o'clock and back to middle
- 6 o'clock and back to middle

## Bounce in middle

- Step on left foot
- 12 o'clock and back to middle
- 9 o'clock and middle
- 6 o'clock and middle

## Bounce in middle

- Try this all double the time
- Forward – backward:
- Step **right** on 12 o'clock, back to middle then **left** on 6 o'clock

## Side to side

- Step **right** on 3 o'clock, back to middle and **left** on 9 o'clock back to middle
- Double time, adding the arms alternatively, left with left foot and then the right arm with right foot or lift both arms at the same time

*Once the learners can do the sequence with confidence, they can demonstrate their work to the group next to them.*

## MAIN PART 2



TIME: 12 to 15 minutes

## EQUIPMENT:

- No music needed to start with.
- Once the learners master the steps, you can get them to try it with the rhythm of the music.

## SET-UP:

Learners in facing rows, educator demonstrating steps first facing away from the learners, then teach facing them and showing mirror image.

PE TOPIC:

CREATIVE DANCE

PE4LIFE TOPIC:

GENDER AND SEX

MAIN PART 2  
(CONTINUED)

## ACTIVITY: Basic dancing steps

## 1. Basic step to get the rhythm in sync with the music right

- Let's start on the spot to step with right (R) foot and left (L) foot. First singles then double time
- Step R, draw feet together, step R again then close. Two steps right and two steps left
- Do the same to the left.
- Step with L foot and right foot. First singles then double time.
- Step L, close the foot, step left again then close.

## 2. Open jazz

- Start with feet together. Put your weight on your left foot.
- Cross your R foot in front of your L foot. Knees slightly bend. Right foot touches the ground.
- Transfer weight onto left foot.
- Step to the side onto right foot.
- Step forwards on the left foot, straightening knees as left foot touches the ground.
- Repeat 2x

## 3. Bart

- Step forward with left leg step close to the left leg's heel with right (fourth position).
- Transfer weight on front leg then on back leg 2x
- Step quarter turn to the right and lift right leg
- Place right leg down to the right and step with left leg over right then step right and tap on left side with left foot
- Move to the left-hand side with left foot, step left cross with right foot, open with left foot and tap with right foot on right side.
- Reverse to the back, use right leg backwards then left and right again
- Start from the beginning and when you do the quarter turn make sure that when you repeat the sequence you face a different side till you cover all four sides

## 4. Grapevine step

- Step to the right with right foot
- Cross left behind right foot
- Step right with right foot
- Cross with left foot in front of right foot
- Step right with right foot and close left foot next to right foot
- Repeat to the left with the left foot

PE TOPIC:

CREATIVE DANCE

PE4LIFE TOPIC:

GENDER AND SEX

Now you can ask the learners to combine these steps into a short sequence for themselves then show their friend next to them as paired evaluation. Remember to let the girls demonstrate separately from the boys at first and let them work as mixed groups. The question "Who dances better – boys or girls?" could spark some animated discussion and debate. Allow this for a minute or two, then stop the discussion and conclude that there is no biological difference between the boys and girl when it comes to dancing, it all depends on practice, commitment and levels of flexibility. The perception that girls dance better than boys is a stereotype.

## Tips: How to adapt the session

- Depending on the skill level of the learners, the lesson may be broken up into more sessions.
- This lesson lends itself to learners with physical impediments. Learners can express themselves in any way.
- The groups must be challenged to find ways to include everybody in their dance sequence.

## 5. COOL DOWN

Make 3 groups by dividing the class, mix boys and girls. Learners stand in a line formation group by group and educator asks learners to **show the different steps** they have done in the lesson to the other groups. Give feedback.

## CLOSING CIRCLE

- Review the key messages from the session.
- Let the learners reflect on "gender stereotypes" during the lesson. Example: Are girls better dancers than boys? If a boy dances, does this mean he is "gay"?
- How do gender stereotypes impact on their daily lives?
- Ask the learners to give you feedback on the session. What did they enjoy, what did they not enjoy?
- Thank the learners, highlight and acknowledge specific individuals to build self-esteem.

## SESSION 6

GRADE 5

PE THEME:

PHYSICAL FITNESS

PE TOPIC:

ENDURANCE

PE4LIFE TOPIC:

GOAL SETTING

## PE OBJECTIVES

By the end of the session the learners must be able to:

- explain what "endurance" or "stamina" means and why it is important.
- keep up with the "medium-intensity" activity of the session.

## PE4LIFE OBJECTIVES

By the end of the session learners should be able to:

- describe what their vision is for their life, i.e. what is their desired future?
- explain what goal setting is and what goals they have set in their lives.

## KEY MESSAGES ON ENDURANCE

**Endurance** refers to the ability of the learner to remain physically active for a prolonged period and withstand and recover from tiredness.

In the context of school sport, a learner would be required to remain at a peak level of fitness for the entire duration of a sports match, for example, a football or a netball match.

- At school level, an athletics event of 800m and 1500m would also require endurance.
- Endurance is also referred to as "stamina".
- Endurance is a key element of physical fitness and must be carefully developed over time.
- The prescribed PE periods in the syllabus are not enough to develop endurance. They must be supplemented by other physical fitness sessions as part of the school sports programme. Besides the activities in this practical session, the three key ways to improve "endurance" or "stamina" are:
  - a. **Aerobic workouts** – These could simply include walking and/or jogging but could involve games that involve running or chasing, jumping rope or riding a bicycle.
  - b. **Circuit training** – Learners move from one exercise to the next with a brief rest between each activity. Exercises at each activity could include:
    - sit-ups
    - squats
    - shuttle runs
    - leg lifts
    - star jumps
  - c. **Intense and regular sports practice sessions.** If a basketball or football match will last for 40 minutes, then practice sessions could be 50 or 60 minutes long so that the actual match will feel less intense by comparison.



PE TOPIC:

ENDURANCE

PE4LIFE TOPIC:

GOAL SETTING

## KEY MESSAGES ON GOAL SETTING

- Learners should be encouraged to describe their vision for the future.
- They must be encouraged to strive for success.
- They should be guided to realise that they are more likely to achieve success if they set realistic goals for themselves and develop an action plan to achieve their goals.
- They should distinguish between short-term, medium-term, and long-term goals.
- Understand the importance of setting SMART goals and SMART actions.

**S** – Specific and simple

**M** – Measurable

**A** – Achievable

**R** – Realistic and relevant

**T** – Time bound

- Learners must be encouraged on an ongoing basis to set SMART goals for themselves and to constantly assess if they are reaching their goals.
- By setting goals the learners can:
  - a. improve their sporting and academic performance.
  - b. improve their self-confidence.
  - c. increase their motivation to achieve success in life.

## TIPS: HOW TO INTEGRATE "GOAL SETTING" INTO THE SESSION

- (i) Create as many opportunities as possible during the sessions for the learners to set and achieve goals, both as individuals but also in pairs or groups.
- (ii) Reflect briefly as to who achieved their goals.
- (iii) Celebrate and applaud achievements.
- (iv) This should not only be done in this session but as often as you can in other sessions and in the classroom.
- (v) In the opening and closing circles, ask the learners to share their visions. I.e. What do you want to be when you are an adult?
- (vi) Develop a "buddy" system and let learners share their goals with each other. (Often young learners, especially at this age, may not be comfortable sharing their visions and goals with the educator and/or a larger group.)
- (vii) Get the learners to write down their goals.
- (viii) Let them also develop specific goals relating to their health and physical well-being.
- (ix) Reflect on these goals as the year progresses.



PE TOPIC:

ENDURANCE

PE4LIFE TOPIC:

GOAL SETTING


 OPENING TEAM CIRCLE

1. See steps in Chapter 4 – Connected PE – The Opening and Closing Circle
2. Possible leading questions:
  - a. Tell us what you would like to be when you grow up.
  - b. Who would like to pass to the next grade at the end of the year?
  - c. What must you do if you want to become successful in life?
  - d. Who plays sport for the school? Do you want to win or lose? What can you do as a team to achieve success?
3. Briefly explain a few of the “key messages”.
4. Ask the learners if they know what “stamina” or “endurance” is? Link this to physical fitness.
5. Let them try to explain why it is important to have endurance or stamina in sport.
6. Explain the link between “endurance” and setting and achieving goals.
7. Do not lecture! Have a **connected conversation**. Build on what the learners already know.

## WARM-UP



TIME: 8 to 10 minutes

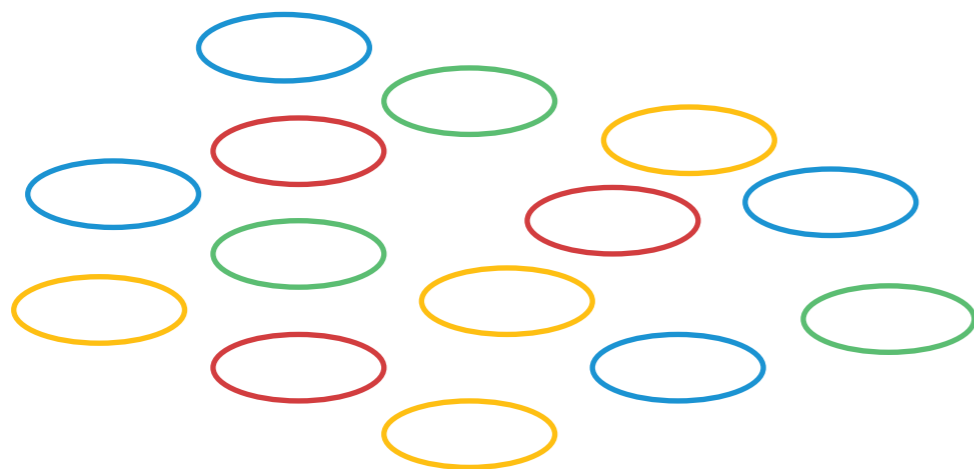
## EQUIPMENT:

- 12 hula hoops in 4 colours
- 10 x long ropes (3,5-4m)



## SET-UP:

Place the hoops randomly on the ground. Learners spaced out between hoops on the ground.



PE TOPIC:

ENDURANCE

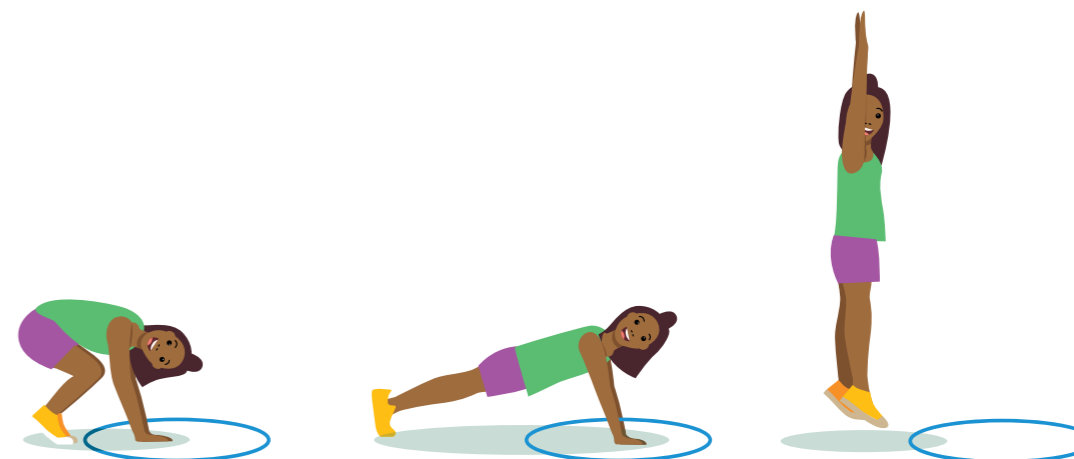
PE4LIFE TOPIC:

GOAL SETTING

## ACTIVITY 1:

- (i) Learners run randomly between hoops.
- (ii) When the educator blows the whistle, they must stop and follow instructions.

Each colour represents a different type of activity

**RED:** Run on the spot with knees up**BLUE:** Burpees with hands in the hoop.



PE TOPIC:

ENDURANCE

PE4LIFE TOPIC:

GOAL SETTING

WARM-UP  
(CONTINUED)

**GREEN:** Ground: Start from crouch touching the ground- jump with arms up then touch the ground (stretch jumps)



**YELLOW:** Yoga pose (balance)



- (iii) The learners who were not fast enough to find a hoop to be in, must do jumping jacks where they are until the educator blows the whistle again to start running.
- (iv) Each time the learner must try to find another colour of the hoop.

**NOTE TO EDUCATOR:** Watch out for learners who consistently don't find hoops and have to do "jumping jacks", i.e. ensure "inclusivity".

PE TOPIC:

ENDURANCE

PE4LIFE TOPIC:

GOAL SETTING

## ACTIVITY 2

- (i) Place long ropes on the ground and arrange 3 or 4 learners per rope.



- (ii) Learners jump over the rope forwards and backwards (start facing rope):
- on 2 feet x 10
  - forward lunge, switch legs x 10
  - on 1 leg x 10 then on the other leg x 10

Jump over the rope sideways (start on one the side of the rope):

- on 2 feet x 10
- open and close legs one foot over the rope x 10
- repeat facing the other way, other foot over the rope x 10
- on 1 leg x 10 then on the other leg x 10

Ask each learner to choose 1 movement and to set a goal of how many times they can do that movement for 30 seconds. Ask a few to share their movement and their goal. Keep time and check how many achieved their goal.

Breathing exercise after these sets of jumps. Stand with feet astride. Inhale, raise your arms above your head. Hold your breath for 5 seconds, exhale and lower your arms and bend forward to touch the ground. Hold the position for 5 seconds with knees straight. Repeat 10 x.

PE TOPIC:

ENDURANCE

PE4LIFE TOPIC:

GOAL SETTING

## MAIN PART 1

*(Teaching "endurance" integrating "goal setting" where possible)*

TIME: 12 to 15 minutes

## EQUIPMENT:

- 1 long rope per group of 3 or 4 learners



## SET-UP:

The ropes are randomly spaced. Each group needs an area of about 5 x 5 metres

2 turners facing each other with the rope in hand and 1 or 2 jumpers

Take turns after a few attempts – everyone must be a turner, then a jumper for each type of activity!

## ACTIVITY: Learn to jump in a long rope

1. Learn to swing the rope  
Educator to demonstrate correct arm movement and give instructions to the turners:  
"Draw big circles with your arm in front of your body"
2. Learn to jump slowly (basic jump-double bounce)
  - Rope swings left and right near the ground (not in a circle yet)
  - Jump when the rope comes under your feet
3. Learn to jump in the loop
  - Try jumps on two feet
  - Jump on 1 foot
  - Try 1/4 turns
  - Try it together with a friend face to face, jump in sync
4. Activity to jump in (enter)
  - Stand by the side of the turner
  - When the rope swings towards you going up as it passes the level of your eyes, **jump in**
  - Jump in the middle where the rope touches the ground (on the cross)
  - Face the turner so that you can see when the rope is moving

## How to Stop

After entering the rope jump a few times, when you raise your one arm, turners must stop (you can even catch the rope as it moves up)

PE TOPIC:

ENDURANCE

PE4LIFE TOPIC:

GOAL SETTING

## 5. Activity to jump out (EXIT)

- Face turner while you are jumping
- When rope passes your eye level, run towards the turner

(Imagine you want to hide under her/his arm which turns the rope)

Again, let the groups set a simple goal relating to one of the movements and try to achieve their goal

## MAIN PART 2



TIME: 12 to 15 minutes

## EQUIPMENT:

- 1 long rope for 4 people

## SET-UP:

The same set-up, stay in your group to get used to teamwork and goal setting.

## ACTIVITY:

## Try challenges:

- Enter – jump 5x – Exit without making a mistake
- If you succeed, set a higher goal as a group
- Reflect on the achievement or non-achievement of the goal that you set as a group
- Enter – Jump and touch the ground – alternating
- Jump in the long rope while turning (stay on the same spot between the 2 turners)
- Try a sequence of different jumps: 2 feet x 4 left foot x 2 right foot x 2 turn x 2
- Two in the rope challenge: Try to enter from 2 sides face to face, jump in sync then – exit with a partner

PE TOPIC:

ENDURANCE

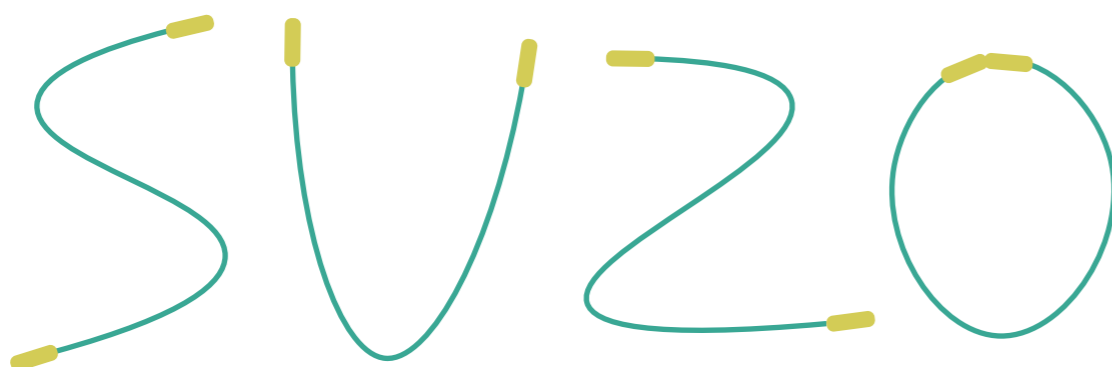
PE4LIFE TOPIC:

GOAL SETTING

## 5. COOL DOWN

## Balance Walk

Place the ropes on the ground in different shapes like:



- Walk on the rope following the patterns
- Walk forward, backward, sideways. Try these with eyes closed
- Once you have tried all of these activities, switch to another shape with your group

## CLOSING CIRCLE

1. Let the learners reflect on how they improved their endurance during the session.
2. Let the learners reflect on "goal setting" during the session.
3. Ask one of the learners to explain why they think goal setting is important in their daily lives.
4. Ask a few learners to share a few goals for the next few weeks or months.
5. Ask the learners to give you feedback on the session. What did they enjoy, what did they not enjoy?
6. Thank the learners, highlight and acknowledge specific individuals to build self-esteem.
7. Make any other announcements and close the session.

## SESSION 7

GRADE 5

PE THEME:

PHYSICAL FITNESS

PE TOPIC:

CARDIOVASCULAR ENDURANCE ACTIVITIES

PE4LIFE TOPIC:

ABUSE AND NEGLECT (SAFEGUARDING)

## PE OBJECTIVES

By the end of the session the learners must be able to:

- perform basic jumps over rope on the ground to improve coordination of arms and legs, and eye-hand and eye-foot coordination.
- perform different types of jumps with rope in hands.
- demonstrate a short sequence with rope in hands (basic jump).

## PE4LIFE OBJECTIVES

By the end of the session learners should be able to:

- explain what **safeguarding** in sport is all about.
- identify signs of abuse, harassment or poor practice by the coach.
- know what to do if they feel threatened or unsafe in any way.

## KEY MESSAGES ON CARDIOVASCULAR ENDURANCE ACTIVITIES

- Cardiovascular (CV) endurance is the ability of your heart and lungs to provide your body with oxygen by pumping blood efficiently.
- CV endurance aids in providing oxygen-rich blood to working muscles for extended periods of time during activities such as running, cycling or playing a sport.
- Learners require CV endurance activities to ensure their CV system is healthy and functioning optimally.
- For many young students, starting and maintaining CV endurance activities will have great benefits not only in the short term but in the long term as well.
- The benefits of CV endurance activities include:
  - decreased risk of heart disease.
  - regulated weight.
  - helps lower blood pressure.
  - helps to regulate blood sugar.
  - aids in sleep.
  - reduces asthma symptoms.
- Exercises known to improve CV endurance include running or jogging, swimming, cycling, dancing, boxing, aerobics or similar activities, or any active sport.
- It is important that schools encourage these activities not only during PE periods but also by promoting after-school activities and sports participation.



PE TOPIC:

CARDIOVASCULAR ENDURANCE ACTIVITIES

PE4LIFE TOPIC:

ABUSE AND NEGLECT (SAFEGUARDING)

## KEY MESSAGES ON ABUSE AND NEGLECT (SAFEGUARDING)

- Learners must be provided with a safe and healthy environment in which they can learn and interact with one another.
- Coaches and educators must always act in the best interest of the child.
- Sports sessions must be age-appropriate.
- Venues for activities must be safe, child- and youth-friendly.
- Learners and coaches must be provided with the tools to handle any situation should a child be abused or neglected.

## TIPS: HOW TO INTEGRATE "ABUSE, NEGLECT AND SAFEGUARDING" INTO THE SESSION.

- The safeguarding agenda is broad and requires more dedicated sessions. This session would be part of an ongoing programme to safeguard the learners.
- Safeguarding messaging should be highlighted in the opening and closing circles and throughout the session whenever appropriate.



## OPENING TEAM CIRCLE

- See steps in Chapter 4 – Connected PE – The Opening and Closing Circle
- Possible leading questions:
  - Do you feel safe at home, in your community, at school?
  - What harm do you face at home, in your community at school?
  - Who do you speak to when you feel unsafe?
  - Do you know what to do?
  - What is acceptable and unacceptable behaviour by your friends, your family, your coach?

**NOTE TO EDUCATOR:** This is not a comprehensive session on **safeguarding**. Focus on starting the conversations and getting the learners to be comfortable talking about this topic.

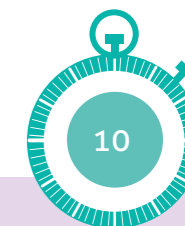
PE TOPIC:

CARDIOVASCULAR ENDURANCE ACTIVITIES

PE4LIFE TOPIC:

ABUSE AND NEGLECT (SAFEGUARDING)

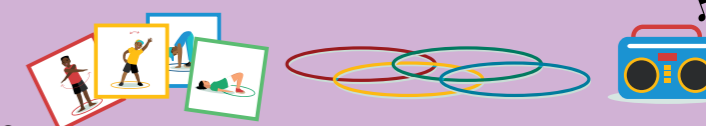
## WARM-UP



TIME: 10 minutes in total

## EQUIPMENT:

- Poly dots or hula hoops in 4 colours
- Music System
- Skill cards

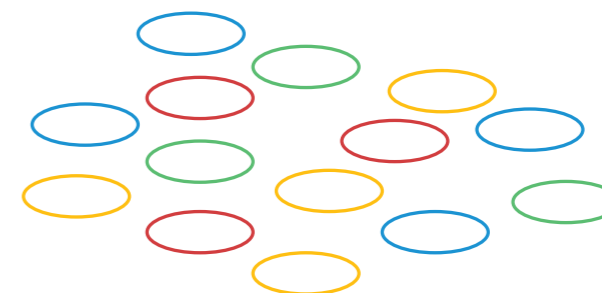


## FIND SAMPLE SKILL CARDS ON PAGES 238-239

Make at least 2 copies of each skill card. The cards should be about 12 x 12 cm big and should be laminated for durability.

## SET-UP:

Set up a music system and music relevant for this age group.  
Place the equipment randomly on the ground



## ACTIVITY 1: Locomotion and jumps – 5 minutes

When the music plays: run between coloured dots or hoops.

When the music stops: learners need to find a hoop or dot nearest to them and jump until music starts playing again. There could be 2/3 learners at each station.

Each colour means a different kind of jump:

**BLUE:** Jump with arms up next to ears – body must be in a straight line

**RED:** Stretch jumps – touch the ground in crouch then jump high with arms up

**YELLOW:** Straddle jumps (jumping jack) – close feet (out and in)- open and close arms

**GREEN:** Jump on one leg with arm swings alternatively forwards and backwards

PE TOPIC:

CARDIOVASCULAR ENDURANCE ACTIVITIES

PE4LIFE TOPIC:

ABUSE AND NEGLECT (SAFEGUARDING)

WARM-UP  
(CONTINUED)

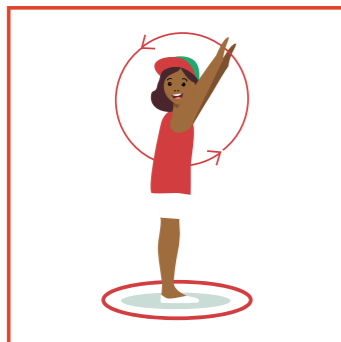
## ACTIVITY 2: Mobility stretches – 5 minutes

Still using the colours. Learners to move between stations and stay at each colour for about 90 seconds, then move to the next station (colour).

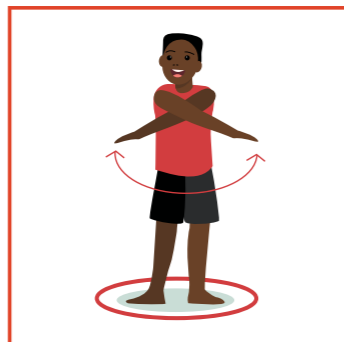
## TRY ALL STRETCHES

- Learners to try the stretches illustrated on the card they find.
- Hold stretching position for 10-15 seconds.
- Try out all 3 different positions at the station.
- Teach learners to breathe continuously, slowly, do not hold breath. This ensures good blood flow to all muscle groups

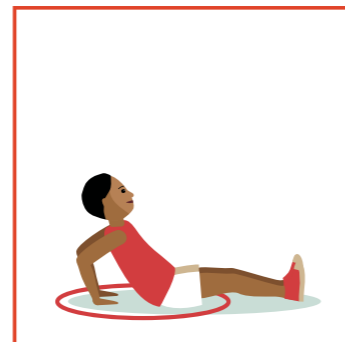
## RED Arms and shoulders



**ARM SWINGS**  
Criss cross, side to side.

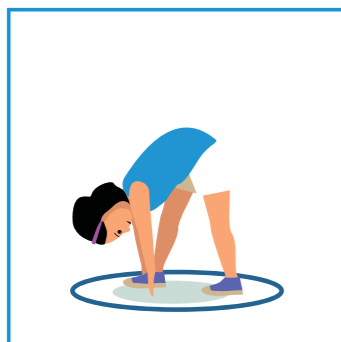


**ARM CIRCLES**  
Forward, backward, big and small.

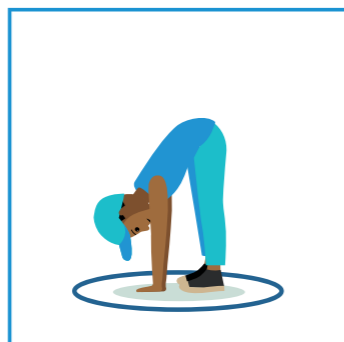


**SHOULDER STRETCH**  
Sitting, hands facing forwards arms with deep bend 90° at elbows.

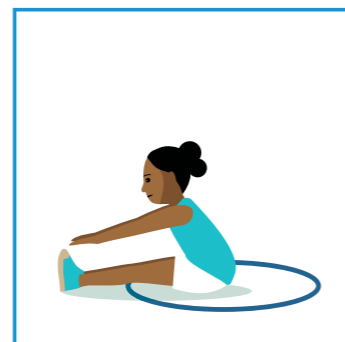
## BLUE Legs and lower back



**STRADDLE STRETCH**  
Walk hands from one foot to the other.



**PIKE STRETCH**  
Try to get your legs straight and touch the floor.



**SITTING PIKE STRETCH**

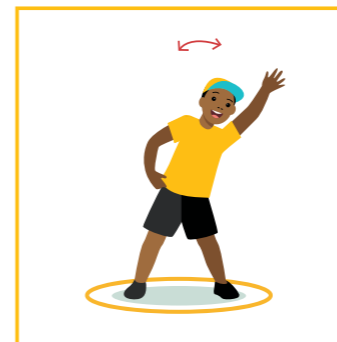
PE TOPIC:

CARDIOVASCULAR ENDURANCE ACTIVITIES

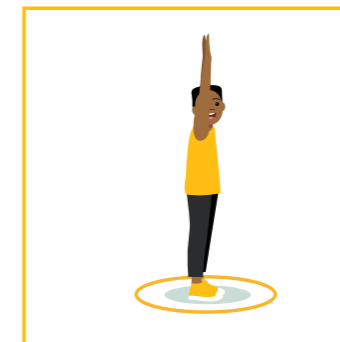
PE4LIFE TOPIC:

ABUSE AND NEGLECT (SAFEGUARDING)

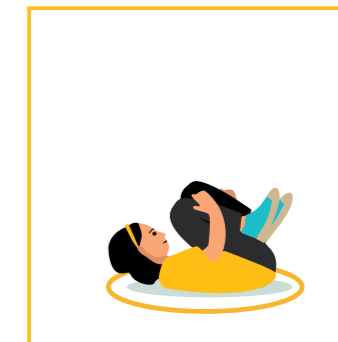
## YELLOW Back and sides



**STRETCH & LEAN**  
Left & right.



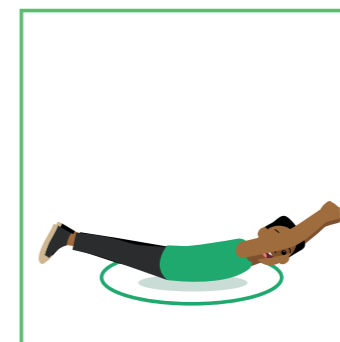
**TIGHT BODY EXERCISE**  
Handstand body position standing and laying flat (front & back).



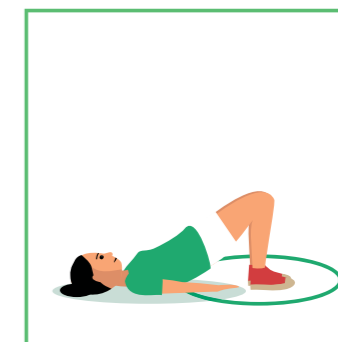
## GREEN Core strength



**ARCH POSITION**



**HOLLOW BODY**



PE TOPIC:

CARDIOVASCULAR ENDURANCE ACTIVITIES

PE4LIFE TOPIC:

ABUSE AND NEGLECT (SAFEGUARDING)

## MAIN PART 1



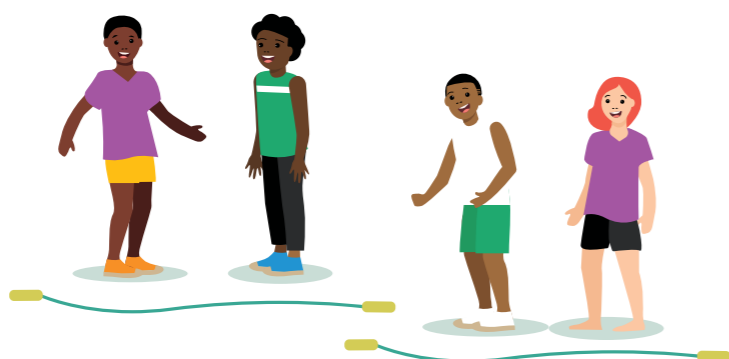
TIME: 12 to 15 minutes

## EQUIPMENT:

Skipping ropes with adjustable length (2 learners can share one rope)

## SET-UP:

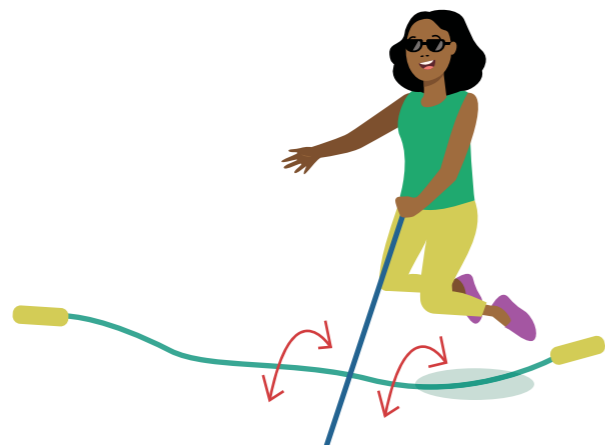
Place ropes on the ground randomly



## ACTIVITY:

- Jump with two feet zigzag over the rope.
- Try it on one leg. Set a goal to be able to jump at least the amount of your age on the same leg
- Now try the same on your other leg. Can you jump the same amount of time on both legs?
- Jump with two feet on one side of the rope and then with both feet on the other side.

Now try all these skills in locomotion:



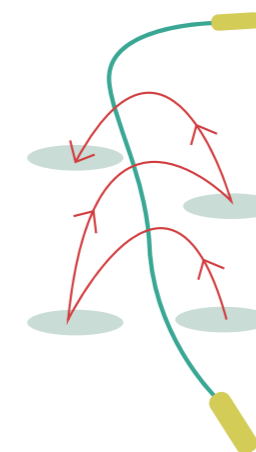
PE TOPIC:

CARDIOVASCULAR ENDURANCE ACTIVITIES

PE4LIFE TOPIC:

ABUSE AND NEGLECT (SAFEGUARDING)

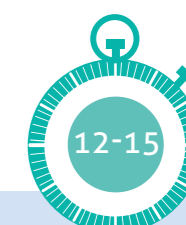
1. moving forward then
2. moving backwards or even
3. moving sideways



Learners need to be able to count their own amount of jumps.

- Count how many times you can do the activity without mistakes?
- Count how many times you can jump in 15 seconds?
- Set targets: You must try to beat your own best.
  - a) You must improve by 2 more
  - b) You must try to be faster than your friend
  - c) What is your goal?

## MAIN PART 2



TIME: 12 to 15 minutes

## EQUIPMENT:

- 4 long ropes per group
- Music system and music on a USB



PE TOPIC:

CARDIOVASCULAR ENDURANCE ACTIVITIES

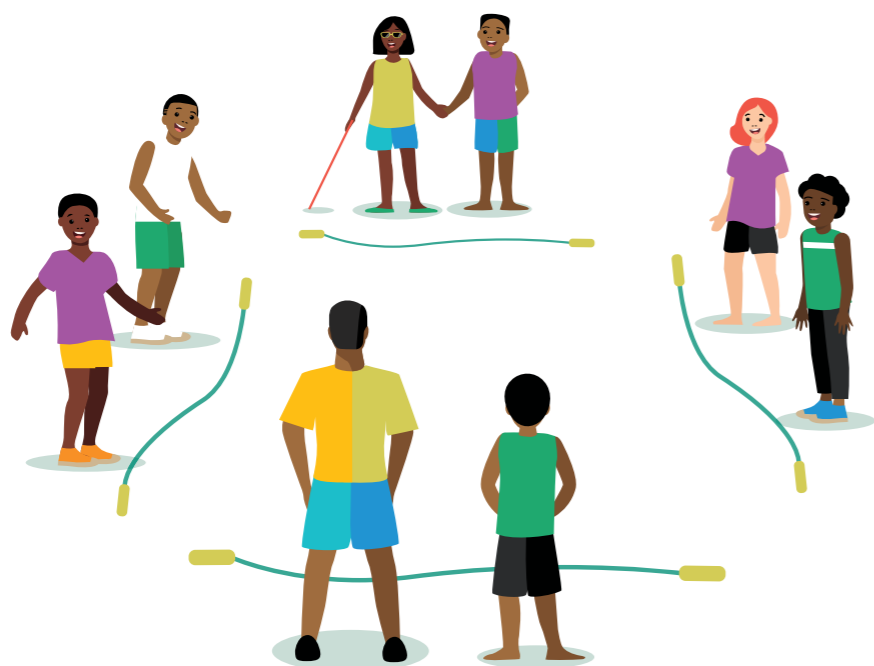
PE4LIFE TOPIC:

ABUSE AND NEGLECT (SAFEGUARDING)

MAIN PART 2  
(CONTINUED)

**SET-UP:** Make 2-3 groups. Each group should have a max. of about 12 learners

Place 3m long ropes on the floor to form a square. Stand facing the ropes and the middle of the square.



## ACTIVITY:

Apply basic jumps in locomotion (**educator** is part of the group.)

Jumps moving forwards, backwards and sideways **using the rhythm of the music.**

1. Jump on 2 feet over the rope forwards and backwards 10 x
2. Jump on 1 foot over the rope forwards and backwards 5 x, then repeat on other foot 5x
3. Repeat each of these skills with locomotion, moving sideways together (travelling around the square in "zigzag" motion until returning to the starting point).

*Stand with your left shoulder facing the middle of the square*

4. Jump to straddle with one foot on each side of the rope, then jump with feet together on the other side. Try this on the opposite side as well. Repeat several times while travelling forward around the square until returning to the starting point.
5. Do the same activity, this time play it as a chasing game, can you catch up with the person in front of you?

PE TOPIC:

CARDIOVASCULAR ENDURANCE ACTIVITIES

PE4LIFE TOPIC:

ABUSE AND NEGLECT (SAFEGUARDING)

## Tips: How to adapt the session

See TREE and STEP method for adapting sessions.

## 5. COOL DOWN

## Catch the Flying Fish Game

Hold one handle of the rope and place the other handle on the ground.

Pull the handle with your nondominant hand as fast as you can with a quick flick of your wrist in an upwards motion and catch the handle with your dominant hand to **catch** the "fish", jump into the rope "fishing net", then jump at least 5 x or more.

## CLOSING CIRCLE

1. Review the key messages on **safeguarding**. Let the learners explain what they have learnt.
2. Let the learners reflect briefly on **safety** at their homes and in their communities and what they will do if they feel unsafe.
3. Ask the learners to give you feedback on the session. What did they enjoy, what did they not enjoy?
4. Thank the learners, highlight and acknowledge specific individuals to build self-esteem.
5. Make any other announcements and close the session.

## SESSION 8

GRADE 5

PE THEME:

GAMES

PE TOPIC:

COMPETITIONS IN PAIRS

PE4LIFE TOPIC:

TEAMWORK

## PE OBJECTIVES

By the end of the session the learners must be able to:

- participate in competitions in pairs.
- work in synchronisation with each other.
- apply agility and ball skills with a partner.

## PE4LIFE OBJECTIVES

By the end of the session learners should be able to:

- demonstrate an understanding of what a team is and the need to work in teams.
- practise working together in teams during the session.
- reflect on team dynamics during and after the session.
- reflect on the importance of teamwork in their daily lives.

## KEY MESSAGES ON COMPETITIONS IN PAIRS

- Many sports involve competition in pairs, such as gymnastics, figure skating, tennis, table tennis, synchronised swimming, diving, dancing, etc.
- Competitions in pairs simply mean that two people work together to win a sporting event.
- Working with a partner encourages efficient communication and allows the learners to learn and gain new skills from one another.
- Competitions in pairs depends on the performance of the pair and not each individual, such as in tennis where both players must work together.
- Success is dependent on planning together and practising regularly.
- In some sports, the pair must consist of a person from a different sex, e.g. mixed doubles in tennis. This contributes to breaking down gender barriers and stereotypes.

## KEY MESSAGES ON TEAMWORK

- Learners must understand the importance of working as a team.
- There are different roles in teams based on the strengths, weaknesses, skills and competencies needed to fulfil a particular task or reach a common objective. This implies that the learners must get to know each other's strengths and weaknesses.
- Working as a team is also about communication, building trust and positive relations in the team.
- Conflict will inevitably arise, learning to deal with conflict and growing stronger from dealing with conflict is part of the teambuilding process.

PE TOPIC:

COMPETITIONS IN PAIRS

PE4LIFE TOPIC:

TEAMWORK

- Team members must be able to rely on each other for encouragement and support.
- If there is unity and a common sense of purpose in the team, it will be easier to achieve the goals set by the team.
- In the context of the PE4Life programme the class should see themselves as a team.

## TIPS: HOW TO INTEGRATE "TEAMWORK" INTO THE SESSION.

- Sport coaching sessions lend themselves naturally to teambuilding exercises. Although the session focuses on teams of 2, i.e. pairs, the same principles of communication, planning, building trust, etc, applies.
- The educator should use all opportunities to emphasise the benefits of teamwork.



## OPENING TEAM CIRCLE

- See steps in Chapter 4 – Connected PE – The Opening and Closing Circle
- Introduce the PE topic by asking the learners:
  - Can you list sports where two players compete as a team?
  - Has anybody in the class participated in any sport as a team? Please share.
  - Discuss with your partner: what do you think will make you successful when you compete as a team?
- Facilitate a **connected conversation** with and amongst the learners about **teamwork**. Possible leading questions:
  - What is a team?
  - Are there any teams at the school?
  - Do any of you belong to a team? What is the name of your team? What is your role in the team?
  - Who is the captain of your team? Why do you think he/she is the captain?
  - What is your favourite team in Namibia?
  - Is it better to work alone or in a team? Why?
  - What would make one team more successful than another team?

**NOTE TO EDUCATOR:** To save time, divide the class into smaller groups and let them discuss different questions which you have prepared beforehand.



PE TOPIC:

COMPETITIONS IN PAIRS

PE4LIFE TOPIC:

TEAMWORK

WARM-UP



TIME: 8 to 10 minutes

EQUIPMENT: Ropes, 1 per pair.

**SET-UP:**

Arrange 2 learners standing together, one person with the rope, the other without. Let the learners spread out randomly in the demarcated area.

**ACTIVITY:**

Wrap your ropes around your partner's tummy and stand behind your partner like a "rider".

Person in front (the horse) to hold the rope around their waist, the person behind (the rider) holds the handles.

Move around like carts: the rider (person at the back) to copy what the horse (person in front) is doing.

1. Jump feet together
2. Jumping jack
3. Run with knees up
4. Jump on one leg....

The learner in front must choose and the rider behind must follow.

- After about 20 seconds, change roles.
- After changed roles, choose a different partner and both take turns again.
- Make a last round of changing partners, this time boys must partner with girls and vice versa where possible (due to the uneven number of boys and girls in the class, an exact match is not likely but if there are fewer boys than girls then a team of boys only should not be allowed).

PE TOPIC:

COMPETITIONS IN PAIRS

PE4LIFE TOPIC:

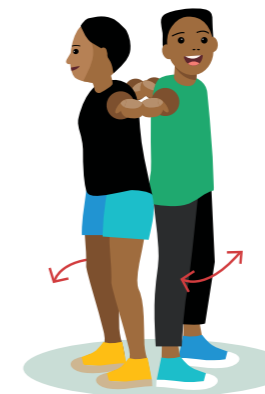
TEAMWORK

**2. Partner stretching**

- Side bends side by side: hold hands, outside arms above head  
Hold 10 seconds. Repeat on the other side



- Back to back: arms sideways, legs astride, hold hands and twist left and right  
Repeat 10 x



- Face to face: table top, hold shoulders and push chest down, head up  
Hold 10 seconds. Repeat 2 x



PE TOPIC:

COMPETITIONS IN PAIRS

PE4LIFE TOPIC:

TEAMWORK

WARM-UP  
(CONTINUED)

- Face to face: long sit, feet together, knees straight, hold hands lean forward. Hold 10 seconds. Repeat 2 x



- Face to face. Start from tuck sit, feet together. Lift legs to V-sit, holding hands. Hold for 10 seconds then lower legs down. Repeat 2 x



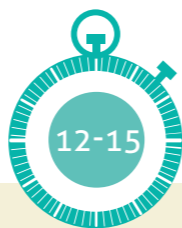
**NOTE TO EDUCATOR:** If social distancing practices are still in place due to Covid-19, you must adapt the activities accordingly. It is possible to achieve the same objectives of working in pairs as a team without touching.

## MAIN PART 1

TIME: 12 to 15 minutes

EQUIPMENT:

- Hula Hoops



PE TOPIC:

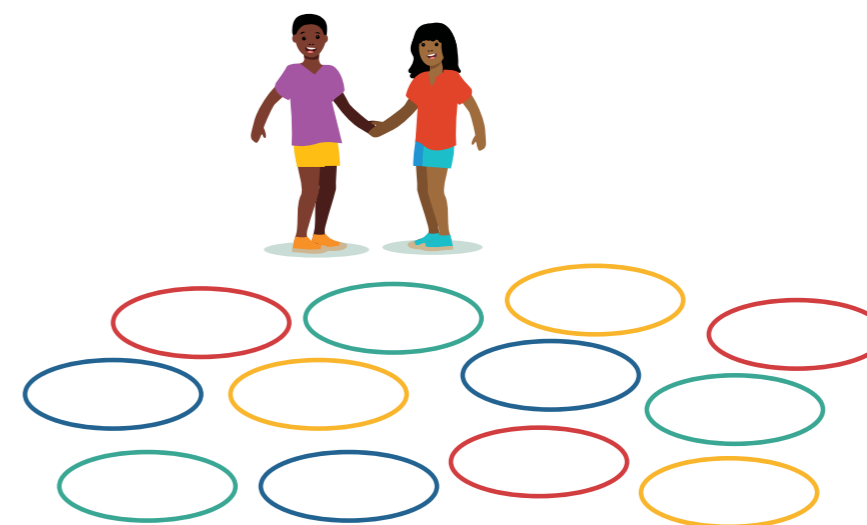
COMPETITIONS IN PAIRS

PE4LIFE TOPIC:

TEAMWORK

## SET-UP:

Hula hoops placed on the ground and learners holding hands of a partner spaced randomly. Choose a partner at the beginning, who will be your "housemate". There should be one less hoop than the number of partnerships. In the event of an uneven number, one team of 3 should be allowed.



## ACTIVITY 1: HOME

On the educator's command:

- "Away you go": Let go of your partner and run around.
- "Home you go": Find your partner and a house (hoop). Stand in the house on one leg partner balance.
- The pair(s) who finds no home must build a home for themselves as follows: Hold the position (the walls) for 10 seconds until the educator shouts: "Away you go".



PE TOPIC:

COMPETITIONS IN PAIRS

PE4LIFE TOPIC:

TEAMWORK

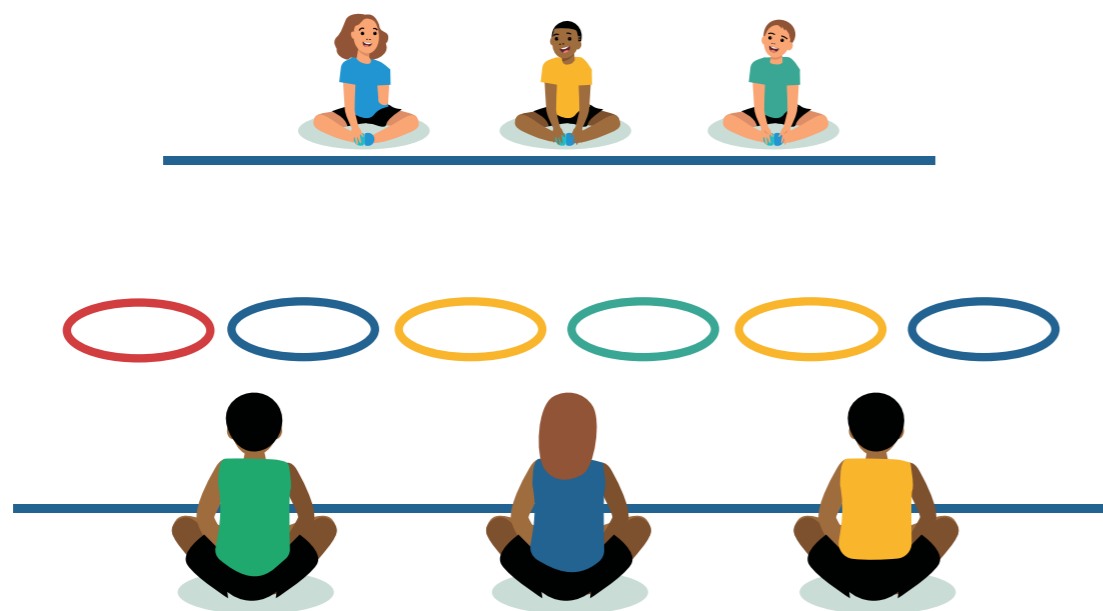
MAIN PART 1  
(CONTINUED)

## ACTIVITY 2:

Place hoops in a row and stand behind a line 4 metres away from the hoop facing your partner. Start and finish in a sitting position with legs crossed.

Always touch the rim of the hoop when in the middle.

Paired races between the 2 learners



The **EDUCATOR** calls out the activities which need to be done by both learners at the same time and sees who will complete them first. Winners take 2 points, losers take 1 point.

Each learner must count their own points

1. Shuttle run: Run up to the hoop, touch and run to the line, touch with one hand. Run to the middle again and touch the hoop...5 x
2. Jump on 2 feet to the hoop, jump inside the hoops, turn around, run back to the line, touch the line, turn around jump on 2 feet to the hoop...4x
3. Same as activity 2, but jump on 1 foot. First time on **left**, next time on **right**, then repeat.
4. Baboon run (on hands and feet with body weight evenly distributed) to the hoop, touch the hoop, turn around and baboon run back to the line, touch the line, turn around ...repeat 3 x
5. Start in rear support position. Spider walk to the hoop, touch it with one foot, crab walk (backwards) to the line, touch the line, spider walk to the hoop and crab walk to the line. Finish sitting behind the line looking at your partner.

Educator asks each pair who had how many points and announces the winners.

PE TOPIC:

COMPETITIONS IN PAIRS

PE4LIFE TOPIC:

TEAMWORK

## MAIN PART 2



TIME: 12 to 15 minutes

## EQUIPMENT:

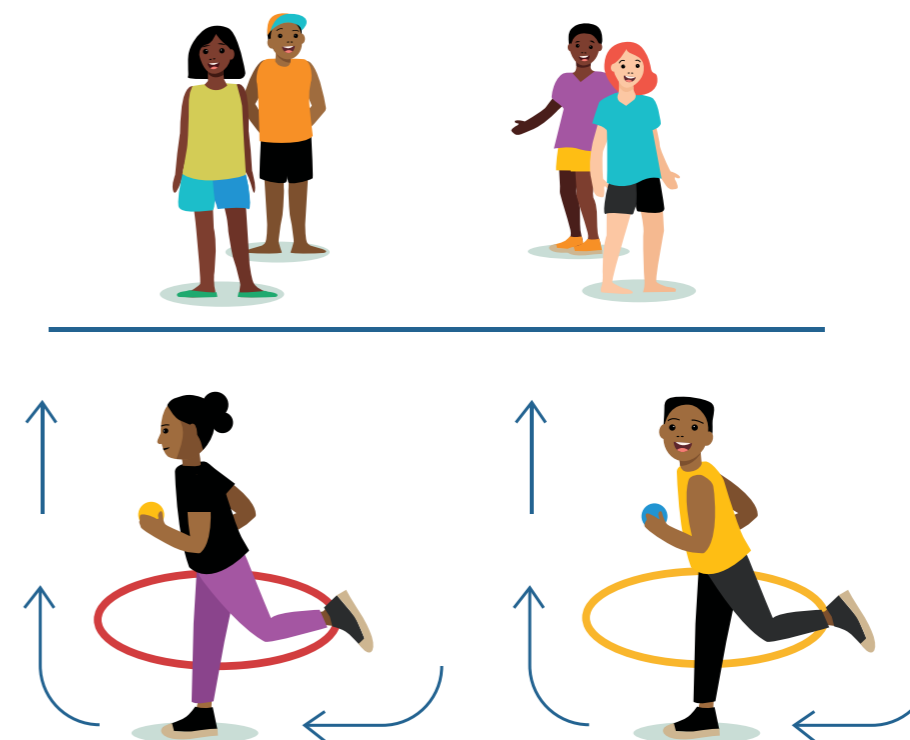
- 1 ball
- 1 hoop per team.



## SET-UP:

Team of 2 people racing other teams between line and hoops used in the previous activity.

- Once **blue** has left, **yellow** can move behind the line
- **Blue** must move on the left side of the hoop, then on the way back touch and hand the ball to **yellow** to start (no throwing!!!)
- **Blue** then moves behind the line again.
- When **yellow** has completed their task, they must hand over the ball to **blue** and stop behind **blue**.
- Start and finish in the same order, standing behind the line, with the ball in hands of **blue**.



PE TOPIC:

COMPETITIONS IN PAIRS

PE4LIFE TOPIC:

TEAMWORK

### MAIN PART 2 (CONTINUED)

#### ACTIVITY:

- Run with the ball in hands.
- Run while passing the ball from left to right hand
- Roll the ball on the ground with left hand on the way up and right hand on the way back
- Dribble the ball on the ground with feet.
- Bounce the ball on the ground with left hand on the way up and right hand on the way back.
- Jump with ball between knees on the way up and run with ball in the hands on the way back

1<sup>st</sup> team gets 3 points  
2<sup>nd</sup> team gets 2 points  
3<sup>rd</sup> team gets 1 point

Add points together and announce the best teams at the end.

#### Tips: How to adapt the session

Apply the principles of inclusive education as outlined in Chapter 6. If there are many children with obstacles to the activities, remove the competitive element, i.e. point scoring, and allow the learners to complete as many as they can within a set time frame and allow them to change the rules themselves, e.g. making the distance between the lines shorter. Inclusion can be a group responsibility.

### 5. COOL DOWN

Stand in a big circle and do balancing activities. Hold each position for 10 seconds.

- Balance on toes, arms sideways ("T")
- Balance on left foot, right knee bent forward (Stork stand)
- Balance on right foot, left heel behind (Flamingo stand)
- Balance on one foot, other leg straight behind lean slightly forward (Arabesque)
- Balance on toes, eyes closed
- Put these balancing positions into a sequence without stopping in-between

Who can do the sequence without losing balance?

PE TOPIC:

COMPETITIONS IN PAIRS

PE4LIFE TOPIC:

TEAMWORK

### CLOSING CIRCLE

1. Review the key messages on working in pairs and teamwork from the session.
2. Let the learners reflect on how teamwork can be applied in their daily lives, both at school and at home.
3. Ask the learners to give you feedback on the session. What did they enjoy, what did they not enjoy?
4. Thank the learners, highlight and acknowledge specific individuals to build self-esteem.
5. Make any other announcements and close the session.



## SESSION 9

## GRADE 5

PE THEME:

ATHLETICS

PE TOPIC:

SPRINTS

PE4LIFE TOPIC:

COMMUNICATION

## PE OBJECTIVES

By the end of the session the learners must be able to:

- demonstrate an understanding of sprinting techniques.
- perform the sprinting technique with emphasis on the 5 different phases of sprinting.

## PE4LIFE OBJECTIVES

By the end of the session learners should be able to:

- demonstrate an understanding of the importance of effective communication at school and in their daily lives.
- practise communicating with each other effectively.
- give feedback to each other and to the educator.

## KEY MESSAGES ON SPRINTS

- "Sprinting" means to run over a short distance at the fastest speed possible.
- Learners must begin with a starting technique before focusing on sprinting form.
- Sprinting is not only an athletic sport but is incorporated in all sports that involve some form of running.
- Encourage all learners to participate in sprints, regardless of their pace.
- Sprinting is beneficial to cardiovascular health, increased stamina and a faster metabolism.
- The basics of a correct sprinting technique include the following:
  - Hold your torso straight and upright.
  - Hold your head still, relax your face and neck.
  - Bend your elbows at 90 degrees.
  - Pump your arms and keep your arms close to your sides.
  - As you pump your arms, keep your shoulders steady but relaxed.
  - With each stride, lift your front knee high ("knee drive") and straighten your back leg completely to deliver full power.
  - At the start of your sprint, keep your strides short and quick. Lengthen your strides as you gain speed and momentum.
- Once learners have mastered the basics, they can now focus on creating more speed by doing the following:
  - implement correct body positions.
  - practise launching from starting blocks.
  - increase stride length and frequency.
  - perform resistance training.

PE TOPIC:

SPRINTS

PE4LIFE TOPIC:

COMMUNICATION

## KEY MESSAGES ON COMMUNICATION

Communication is a cross-cutting or generic skill that will apply in different ways in all PE sessions. One of the fundamental principles and approaches of the PE4Life approach is to improve the communications skills of the learners. The PE4Life educator is expected to give particular attention to the following:

- Encourage learners to communicate with each other and with the educator.
- Encourage learners to share their thoughts, opinions, needs and concerns. (This is particularly important in the **opening circle**.)
- Encourage the learners to use their voices, to assert themselves.
- Do not interrupt fellow learners or the coach/educator while they are talking.
- Develop active listening skills. Listen to instructions or advice from the coach, educator or fellow learners.
- Show empathy for others. Learners may sometimes share personal stories. Learners must be encouraged to show understanding and support for their fellow learners.
- Feedback – Giving and receiving feedback is an important communication skill. In the PE4Life approach, the learners must be encouraged to give the educator feedback.
- The educator should not be defensive when receiving feedback from the learner. The content is not important, but the fact that the learner has the freedom to express their views.

## TIPS: HOW TO INTEGRATE "COMMUNICATION" INTO THE SESSION.

- The PE4Life educator must create as many opportunities for learners to practise various forms of communication during the session, e.g. after you have explained an activity, ask one of the learners to repeat the instruction to the group as a whole or in smaller groups where applicable. Check for understanding.
- Similarly, if you demonstrate a skill or movement, let one of the learners also demonstrate the movement.
- Let the learners repeat your instructions back to you to check for listening skills.
- Reflect with the learners on different forms of communication during the session.
- Reflect on any negative communication or conflict which may occur during the session.
- Create as many opportunities as possible for the learners to show empathy, congratulate and affirm each other.

PE TOPIC:

SPRINTS

PE4LIFE TOPIC:

COMMUNICATION

## OPENING TEAM CIRCLE

- See steps in Chapter 4 – Connected PE – The Opening and Closing Circle
- Introduce the PE Topic by asking questions such as:
  - Who can name sports in which you must be able to run fast?
  - Who can run fast in the class?
  - Which famous Namibian was one of the fastest runners in the world?
- Facilitate a **connected conversation** with and amongst the learners about **communication**.  
Possible leading questions:
  - What do you think **communication** is?
  - What are the different ways in which you communicate with each other?
  - Give me examples of good and bad ways to communicate with each other.

## WARM-UP

TIME: 8 to 10 minutes



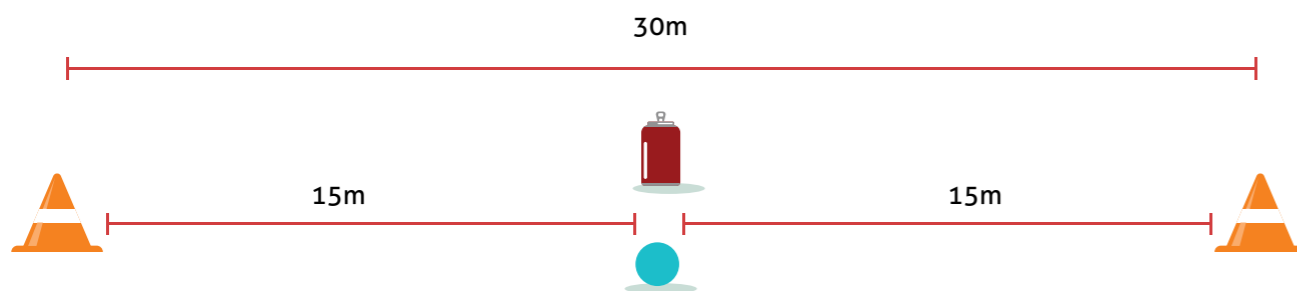
## EQUIPMENT:

- 2 sets of equipment for 2 groups working at the same time.
- 4 buckets/cones
- 4 cans/tennis balls/bean bags



## SET-UP:

Place 2 buckets/cones 30 metres apart with 2 cans in the middle 15 + 15 metres from each side (bucket/cones). The cans can be tennis balls or bean bags as well – anything that is small enough for the runner to pick up and run with in one hand.



PE TOPIC:

SPRINTS

PE4LIFE TOPIC:

COMMUNICATION

## ACTIVITY 1: Running

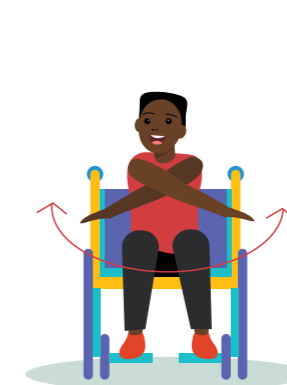
- Set up 2 of these activity stations with 4 metres between them.
- Divide the learners into 4 groups, 2 groups at each activity station running at the same time.
- One group standing behind bucket 1 and the other behind bucket 2
- On the educator's whistle, one runner from each group sprints from his bucket to the middle and picks up the can/ball, sprinting back to the starting point and handing it over.
- The second runner from each group must then sprint and place the can back in the middle before returning to the bucket to tag in the next runner.
- This continues until each runner has had a turn.
- Repeat no more than 3 times/runner.

## ACTIVITY 2: Stretching

Arrange learners in a big circle. The educator is part of the circle and demonstrates the following stretches in a standing position:



Tight body arms=legs stretched



Arm swings – feet astride



Stretch and lean to sides



Standing pike stretch



Lunge stretch left and right



Straddle stretch

PE TOPIC:

SPRINTS

PE4LIFE TOPIC:

COMMUNICATION

## MAIN PART 1

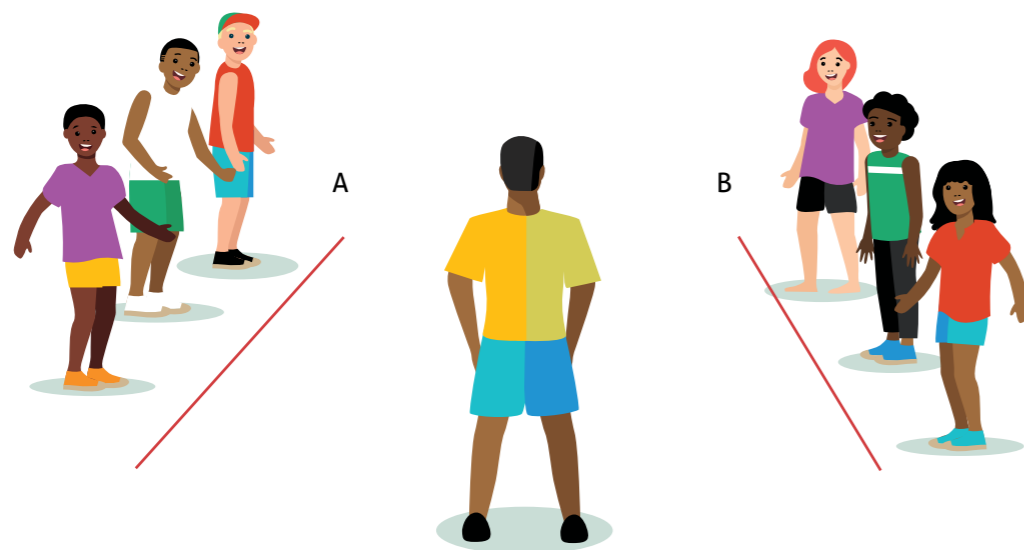


TIME: 12 to 15 minutes

EQUIPMENT: None

## SET-UP:

Draw 2 lines 10 metres apart and arrange learners into 2 groups facing each other



## ACTIVITY 1: Recap on running technique

Practise lead-up activities **on the spot** to improve running technique:

- Move your arms next to your body with elbows bent, lightly leaning forwards to practise the importance of fast arm movements and body posture.
- Small running steps with quick arms and knees moving forward.
- Count how many running steps you can do in 15 seconds. Only count the steps on the left foot, then multiply by 2. The more the better. Compare your result with the learners next to you.

PE TOPIC:

SPRINTS

PE4LIFE TOPIC:

COMMUNICATION

## ACTIVITY 2: Improve running technique with "running school"

[2 groups in facing rows]

Different activities in locomotion (moving from A to B or from B to A) – alternating with your partner to improve running technique – **Repeat each activity 3 x**

- Jogging with small running steps with knees moving forward.
- Run faster with knees moving forward, arms moving faster.
- Jog with knees up on every 3<sup>rd</sup> step (learners to say it out loud: 1-2-Up, 1-2—Up, 1-2—Up...)

Same activity with faster run

- In "starting position": where the runners are lined up behind the starting line in their individual lanes. They should be in a crouched position:

- ✓ Fingers are behind the line
- ✓ Fingers form a high bridge
- ✓ Hands are evenly positioned and slightly wider than shoulder-width
- ✓ Shoulders are back and positioned above or slightly forward of the hands
- ✓ Arms are straight, but not locked at the elbows
- ✓ Head and neck are in line with the spine
- ✓ Eyes are focused on the track one or two metres ahead

1. On command of educator: "**Get set**", start with "mountain climber" exercise to practise correct posture and knee action:

Front support – bringing one leg up at a time and down one at a time performing a running action. Feet not to touch the floor when bringing knee to chest. Do this for a few seconds until...

2. Educator says: "**Go**". Push off with the leg behind without lifting hips high and take a few running steps then slow down.

## MAIN PART 2



TIME: 12 to 15 minutes

## EQUIPMENT:

- Lines/cones to mark the phases of: lead up – acceleration – stride – finishing



PE TOPIC:

SPRINTS

PE4LIFE TOPIC:

COMMUNICATION

MAIN PART 2  
(CONTINUED)

## SET-UP:

Use sand or chalk powder to mark the area with lines. Learners in rows of 5, after running, walk back along the 2 sides of running area to starting point.



## ACTIVITY:

1. Start running on the spot with knees forward, arms moving at the sides with medium speed.
2. On the "Get set" command run with knees slightly up and a bit faster on the spot.
3. On the "Go" command run forward, picking up speed gradually towards 15-metre mark.

PE TOPIC:

SPRINTS

PE4LIFE TOPIC:

COMMUNICATION

## ACTIVITY (CONTINUED):

4. From the 15-metre mark accelerate with arms moving faster, knees pushing forward to get more and more speed.
  5. From the 30-metre mark work for maximum speed to 45-metre mark being the **goal**.
  6. From the 45-metre mark run with fast to medium speed to 60-metre mark.
  7. From the 60-metre mark jog then walk for about 10-15 metres to loosen up.
  8. Walk to the side and walk back to START with slow breathing – to recovery.
- Repeat 5 x with at least 2 minutes break between sets.

## Tips: How to adapt the session

Follow the guidelines on **inclusive education** in Chapter 6. This lesson may favour the "fast" learners. Focus on the correct technique and avoid "sprinting competitions" as much as possible.

## 5. COOL DOWN

## The Mirror [balancing activity]

Stand facing the educator who will demonstrate different balancing body positions without verbal instruction given. ("Follow the leader").

Hold each position for 10 seconds before changing to the next.

The educator then shows a whole sequence of these positions and learners must remember the sequence and perform it without losing balance.

The suggested number of different positions in a sequence is 5-6. Balancing positions can include, but are not limited to, the following:

- Stand on toes with arms sideways
- Stand on toes with arms up
- Stand with one foot away from the ground in front, knees straight
- Stand with one knee bent in front (Stork stand)
- Stand with one foot away from the ground behind, knees straight (Arabesque)
- Stand on one leg, other leg behind, leaning forwards, arms sideways (Scale)

Each position can be performed with different arm positions.



PE TOPIC:

SPRINTS

PE4LIFE TOPIC:

COMMUNICATION

CLOSING CIRCLE

1. Review the key **sprinting** techniques. Let the learners take turns explaining the key techniques.
2. Divide the learners into 4 groups. 2 groups must do a short role-play demonstrating **good communication**, while the other 2 groups demonstrate **poor communication**.  
(Allow for the creativity of the learners, do not spoon-feed the learners.)
3. Let the learners reflect on the role-plays and how good communication can be applied to their daily lives.
4. Ask the learners to give you feedback on the session. What did they enjoy, what did they not enjoy?
5. Thank the learners, highlight and acknowledge specific individuals to build self-esteem.
6. Make any other announcements and close the session.



SESSION 10

GRADE 6

PE THEME:

ATHLETICS

PE TOPIC:

RELAYS

PE4LIFE TOPIC:

ASSERTIVE BEHAVIOUR AND COMMUNICATION

## PE OBJECTIVES

By the end of the session the learners must be able to:

- demonstrate the correct technique for the relay takeover in sprint events.

## PE4LIFE OBJECTIVES

By the end of the session learners should be able to:

- demonstrate a basic understanding of assertive, passive and aggressive behaviour and communication.
- practise assertive communication.

## KEY MESSAGES ON RELAYS

- A relay race is a racing competition that makes use of two or more team members to complete a certain part of the race.
- A baton is exchanged between the team members and this is to show that it is now that team member's turn to run.
- In school athletics in Namibia, there are usually male and female relay teams in the various age groups.
- Most commonly in school athletics, relay races consist of 4 x 100m sprints meaning there are 4 team members, and each person runs 100m.
- Other relay races include the 4 x 400m relays but these are not common at school level.
- This type of athletic event requires good teamwork, good communication and understanding between team members, besides the fact that each individual must run as fast as possible to achieve the best result.
- During the race, there is an incoming and an outgoing athlete.
- The incoming athlete is the one who hands over the baton.
- The outgoing athlete receives the baton.

## KEY MESSAGES ON ASSERTIVE BEHAVIOUR

- To be **assertive** means to stand up for yourself or for others without upsetting others or becoming upset yourself.
- To be assertive is to be honest, clear, calm, respectful and positive when trying to get your point across.
- Normally the confident learners dominate a conversation and the quiet introverts don't assert themselves.



PE TOPIC:

RELAYS

PE4LIFE TOPIC:

ASSERTIVE BEHAVIOUR AND COMMUNICATION

**KEY MESSAGES ON ASSERTIVE BEHAVIOUR (CONTINUED)**

- Coaches/educators must encourage all learners to participate and speak freely as well as promote assertive behaviour instead of lecturing the learners.
- Assertive behaviour is an important part of clear communication and should be taught and encouraged from a young age.
- Being assertive shows that we respect ourselves and others and that our thoughts and opinions matter.
- Assertive behaviour encourages:
  - self-confidence
  - the belief that their opinions count and their ideas and feelings matter
  - being resilient
  - having role models who show assertive behaviour
- To try and be more assertive, first listen to what others are saying before reacting, pay careful attention to the words being used when responding and try not to interrupt others when speaking.
- Assertive communication and assertive behaviour is a key outcome of the PE4Life programme.

**TIPS: HOW TO INTEGRATE "ASSERTIVE BEHAVIOUR" INTO THE SESSION.**

- There will be a natural tendency for some learners to dominate others and for some learners to be passive and keep their opinions to themselves.
- It is up to the PE4Life educator to consciously and proactively encourage passive learners to share their thoughts and ideas.
- Recognise and applaud their ideas and implement where relevant to build their confidence and self-esteem.
- This should happen on an ongoing basis, not only in this lesson.

**OPENING TEAM CIRCLE**

- See steps in Chapter 4 – Connected PE – The Opening and Closing Circle
- Possible leading questions:
  - Has anybody ever said anything bad about you that was not true? Tell us about it?
  - Have you ever been bullied by somebody?
  - What do you do if somebody is aggressive towards you?
  - How can you let others know that their behaviour towards you is making you uncomfortable or makes you feel threatened?



PE TOPIC:

RELAYS

PE4LIFE TOPIC:

ASSERTIVE BEHAVIOUR AND COMMUNICATION

**NOTE TO EDUCATOR:** This would be a good time to let the learners pair up or work in smaller groups to discuss these questions. When groups report back, ask another group member to repeat the key points to encourage and practise **active listening**.

**WARM-UP****TIME:** 8 to 10 minutes**1. Mobility stretching activities**

Straight after the opening circle staying in the circle:

- Circle ankles left 10 x then right 10 x
- Circle knees with hands on knees left 10 x then right 10 x
- Circle hips with hands on hips left 10 x then right 10 x
- Rotate shoulders with arms next to body forwards 10 x then backwards 10 x

**NOTE TO EDUCATOR:**

Let learners who are normally passive and introverted try to lead these warm-up activities.

**2. Shuttle run sorting game****EQUIPMENT:**

- 4 hula hoops
- 10 tennis balls
- 10 normal size balls
- 10 empty cans
- 10 plastic water bottles
- 4 A4 Papers and a pen/marker



PE TOPIC:

RELAYS

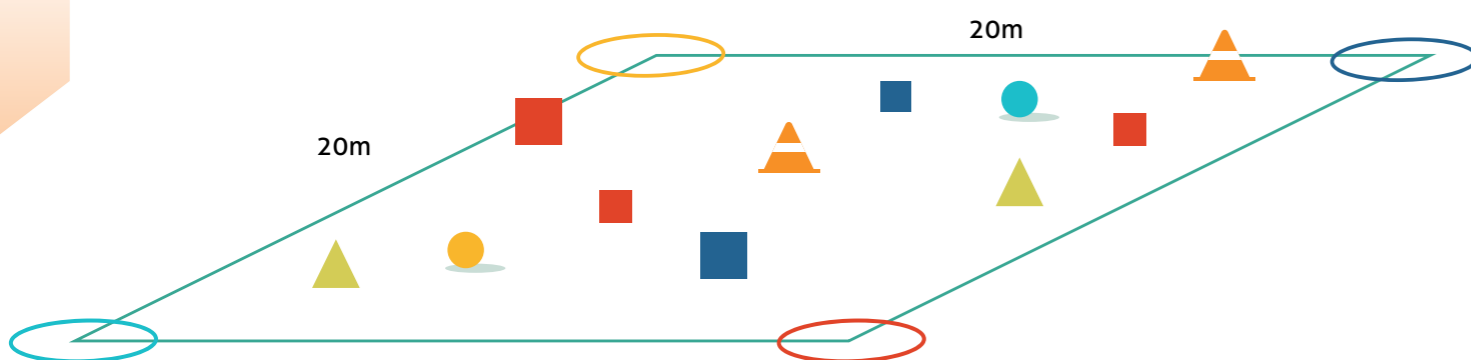
PE4LIFE TOPIC:

ASSERTIVE BEHAVIOUR AND COMMUNICATION

WARM-UP  
(CONTINUED)

## SET-UP

- Demarcate play area to about 20 x 20 metres square.
- Place all objects spread out on the ground. Divide the class into two groups.
- Group 1 places objects on the ground and Group 2 will pick them up.
- Arrange learners by the 2 sides of the play area. Place the 4 hoops into 4 corners of the play area, each marked with an A4 paper sign next to it: **tennis ball/big ball/can/bottle**.
- You can also use 4 different colour hoops and each represents different items, i.e.
  - blue = bottle
  - yellow = tennis ball
  - red = big ball
  - green = can



## ACTIVITY:

On command learners must pick up any object nearest to them, run to the side and place one object at a time into the relevant hoop. Educator times how long it takes to "clean up". Change roles. You can repeat this activity 2 more times for each group and compare the best results.

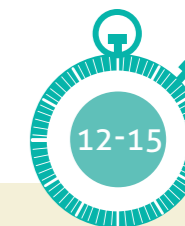
PE TOPIC:

RELAYS

PE4LIFE TOPIC:

ASSERTIVE BEHAVIOUR AND COMMUNICATION

MAIN PART 1



TIME: 12 to 15 minutes

EQUIPMENT: Use objects we used in the warm-up:

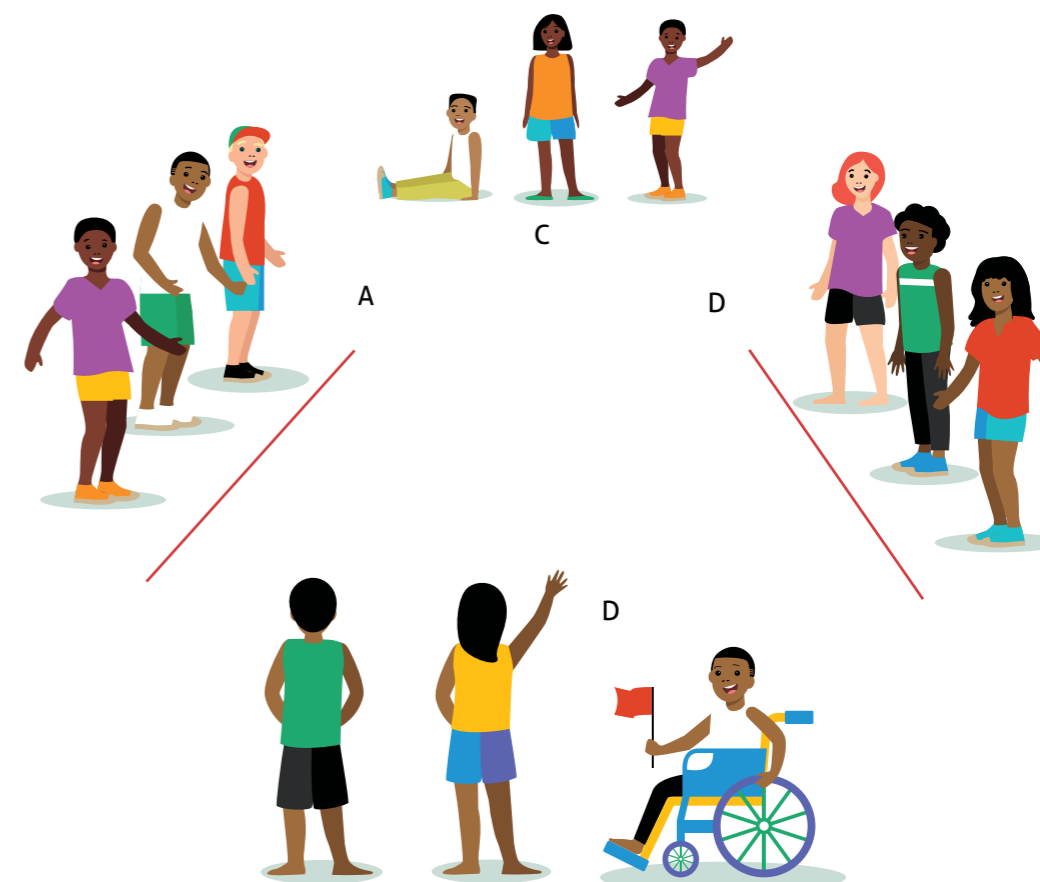
- 4+1 hula hoops
- 10 tennis balls
- 10 normal-sized balls
- 10 empty cans
- 10 plastic water bottles



SET-UP: Arrange learners in 4 groups

A and B are 5 metres apart playing

C and D are organising equipment and cheering



PE TOPIC:

RELAYS

PE4LIFE TOPIC:

ASSERTIVE BEHAVIOUR AND COMMUNICATION

MAIN PART 1  
(CONTINUED)

## ACTIVITY:

- Group A has 4 objects + 1 in a hoop placed behind them on the ground.
- Each learner in Group A has a partner in Group B 5 metres away with a hoop on the ground in front of them. Learner A must deliver all 5 items and place them into the hoop one by one. It is a competition between all the As to see who can complete this first.
- Educator can time the best 3 of the group.
- Groups C and D are organisers and spectators.
- After As have had their round, the Bs must stand in front of their hoop filled with the 5 objects and the As must stand behind their now empty hoops.
- After the Bs have finished, change Group AB to CD. Repeat the activity at least 3 times.

Make Group C cheer for Group A and Group D cheer for Group B

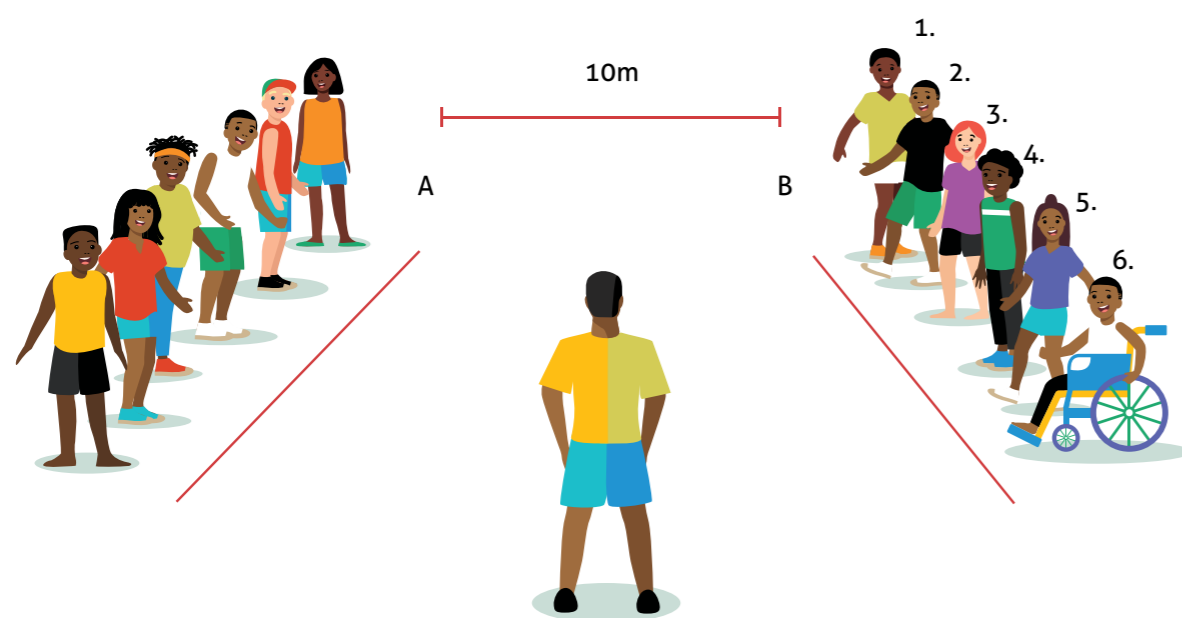
## MAIN PART 2

TIME: 12 to 15 minutes

EQUIPMENT: None

## SET-UP:

Line learners up 10 metres apart from their partner.



PE TOPIC:

RELAYS

PE4LIFE TOPIC:

ASSERTIVE BEHAVIOUR AND COMMUNICATION

## ACTIVITY 1

1<sup>st</sup> command: "START" A starts **running on the spot** with fast arm movements and knees up-forwards2<sup>nd</sup> command: "GO" run to B as fast as you can.*See who is the fastest among Group As.*

Repeat the same for Bs.

Each group runs at least 5 times in total.

## ACTIVITY 2

## Give a number for each learner:

Number the learners in Group A from 1 to the amount of half of the total learners, i.e. 30 learners in class 1-15, Group B from 15-1, so each number is the same distance from each other.

Educator calls out a number and both learners with the same number must swap sides, see who can get there first.

Play this for about 5 minutes and make sure every number is called out at least 5 times.

## 5. COOL DOWN

Follow the leader (educator) stretch. Each stretching position can be held for 10 seconds.

Stand facing educator.

1. Lift arms above the head and stretch high up on toes.
2. Open feet to straddle stand. Keep arms above the head and lean to the right.
3. Keep arms above the head and lean to the left.
4. Lean forward to table top, fold your fingers and look at them in front of you. Keep knees straight.
5. Hold hands behind your hip and lift your arms up as high as you can with arms and back straight. Hold hands behind you and now lean forward with arms straight.
6. Long sit with fingers folded and arms above the head. Keep the back and knees straight. Lean forward to forward fold and try to place your hands behind the soles of your feet. Pull forward with knees straight.
7. Sit in a straddle. Place hands behind the sole of your right foot and lean forward with knees straight. Repeat to the left.
8. Straddle sit with arms above your head. Lean forward to pancake stretch and place hands as far away from your hips as you can.

PE TOPIC:

RELAYS

PE4LIFE TOPIC:

ASSERTIVE BEHAVIOUR AND COMMUNICATION

CLOSING CIRCLE

1. Review the key messages from the session.
2. Let the learners reflect on how assertive behaviour and communication can be applied to their daily lives.
3. Ask the learners to give you feedback on the session. What did they enjoy, what did they not enjoy?
4. Thank the learners, highlight and acknowledge specific individuals to build self-esteem.
5. Make any other announcements and close the session.



SESSION 11

GRADE 6

PE THEME:

GYMNASTICS

PE TOPIC:

JUMPING - VAULTING

PE4LIFE TOPIC:

LISTENING SKILLS (COMMUNICATION)

## PE OBJECTIVES

By the end of the session the learners must be able to:

- execute basic jumps.
- demonstrate and explain the correct technique of safely landing on 2 feet after a basic jump or vault.

## PE4LIFE OBJECTIVES

By the end of the session learners should be able to:

- demonstrate an understanding of the importance of good communication at school and in their daily lives.
- show an understanding of the possible consequences of poor communication.
- practise communicating with each other effectively.
- give feedback to each other and to the educator.

## KEY MESSAGES ON JUMPING – VAULTING

- Vaulting is a gymnastics exercise in which the athlete leaps over a form that was originally intended to mimic a horse.
- A variety of activities may be performed, such as vaulting over with straddled legs, with legs together and bent into a squatting position, or with legs straight and the hips bent, as well as handsprings, cartwheels and other more difficult movements.
- In formal vaulting competitions, a springboard is normally placed before the vault that the gymnasts make use of.
- At many Namibian schools there may not be springboards available. Simple vaults can be practised without a springboard.
- Vaulting is an integral part of Artistic Gymnastics, which is an Olympic sport.



PE TOPIC:

JUMPING - VAULTING

PE4LIFE TOPIC:

LISTENING SKILLS (COMMUNICATION)

## KEY MESSAGES ON LISTENING SKILLS (COMMUNICATION)



- Listening is the ability to accurately receive and understand messages in the communication process.
- Good listening skills are key for effective communication.
- Active listening is the process whereby you not only pay attention to what is being said but also how it is said and the facial and body expressions of the speaker.
- Encourage learners to communicate with each other and with the educator and to actively listen to one another.
- Encourage learners to share their thoughts, opinions, needs and concerns.
- To effectively listen to someone when they are communicating with us, we must focus on what they are saying and not listen just to respond.
- Active listening is important for learners doing sports as coaches/educators share important tips and instructions that will benefit the learner.
- When listening to someone our body language must reflect that we are paying attention to what is being said.
- This is done by holding eye contact, maintaining good posture, nodding, mirroring the speaker's body language and not interrupting the speaker.
- Encourage learners to effectively communicate by teaching them to actively listen.

## TIPS: HOW TO INTEGRATE "LISTENING SKILLS AND COMMUNICATION" INTO THE SESSION.

- The PE4Life educator must create as many opportunities as possible for learners to practise various forms of communication during the session. e.g. After you have explained an activity, ask one of the learners to explain the activity in their groups. Check for understanding.
- Similarly, if you demonstrate a jumping or vaulting movement below, let one of the learners also explain and demonstrate the activity.
- Let the learners repeat your instructions back to you to check for listening skills.
- Reflect with the learners on different forms of communication during the session.
- Reflect on any negative communication or conflict which may occur during the session.
- Create as many opportunities as possible to show empathy, congratulate and affirm each other.



PE TOPIC:

JUMPING - VAULTING

PE4LIFE TOPIC:

LISTENING SKILLS (COMMUNICATION)

## OPENING TEAM CIRCLE

- See steps in Chapter 4 – Connected PE – The Opening and Closing Circle
- Possible leading questions:
  - What is listening?
  - Why is it important that we listen to each other? Why is it important that we listen to our parents, our educators?
  - What can happen if we do not listen properly?

## WARM-UP



TIME: 8 to 10 minutes

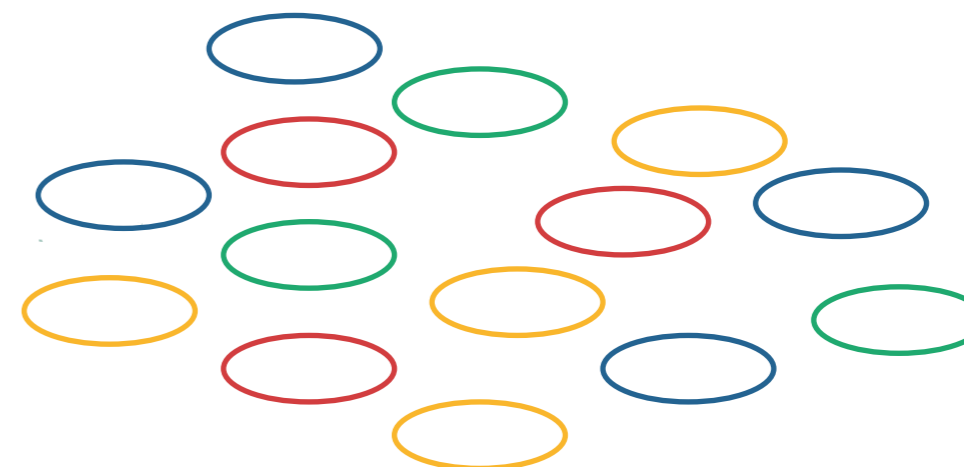
## EQUIPMENT:

- 4 differently coloured hula hoops or coloured dots/paper plates



## SET-UP:

Place these hoops scattered around the play area, at least 4 of each colour  
[2 or 3 learners can jump by the same hoop/coloured dot at the same time]



PE TOPIC:

JUMPING - VAULTING





PE4LIFE TOPIC:

LISTENING SKILLS (COMMUNICATION)

WARM-UP  
(CONTINUED)

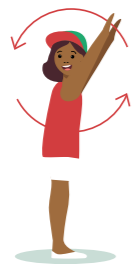
## ACTIVITY 1:

Run, skip, between coloured dots.  
When educator gives command (blows whistle or claps hands), stop at a coloured dot/hoop nearest to you and perform jump allocated to the colour:

-  Jump with arms up next to ears – body must be in a straight line (tight body)
-  Stretch jump with arms up – touch the ground in squat position (up and down)
-  Straddle jump with arms out – close feet arms down (jumping jack)
-  Jump with quarter turns for each jump – arms down

## ACTIVITY 2: MOBILITY STRETCHES

1. Standing arm circles
2. Forward fold – hamstring and shoulder stretch
3. Table-top – hamstring and shoulder stretch
4. Sitting in pike position – hamstring and lower back (head up)
5. Sideways lunge – inner thighs



Swing arms backwards  
Swing arms forward



Up-side down  
shoulder stretch



Table top position



Pike sit



Straddle stretch  
"Pan-cake"



Adductor stretch  
Left & Right leg

PE TOPIC:

JUMPING - VAULTING

PE4LIFE TOPIC:

LISTENING SKILLS (COMMUNICATION)

## MAIN PART 1



TIME: 12 to 15 minutes

## EQUIPMENT:

- 12 hula hoops
- Car Tyre, bench, box or similar
- Mat (if available)



## SET-UP: Arrange learners in a circle

1. Demonstrate and explain the correct technique of safely landing on 2 feet:
  - Back and spine straight – no arch in lower back, do not bend forward at the waist.
  - Arms extended to the front – in line with the heart. [Keeps chest up on landing]

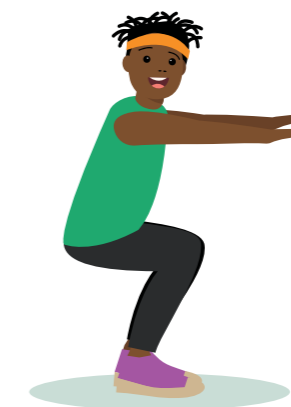
Keep knees slightly bent, never land on straight legs, don't bend in too deep a squat as this is bad for knees.

2. Practise safety landing position on floor all together.

## CORRECT POSTURE.

If it is available, use a mirror or ask the learners to practise this at home in front of a mirror and tell themselves the right technique.

Once you have explained once, ask one of the learners to explain the correct techniques to the class. I.e. check for listening skills. Check with a second learner if the first learner forgot to mention anything. Repeat this exercise with different learners for all the activities in this session. Let them pretend to be the educators.



PE TOPIC:

JUMPING - VAULTING

PE4LIFE TOPIC:

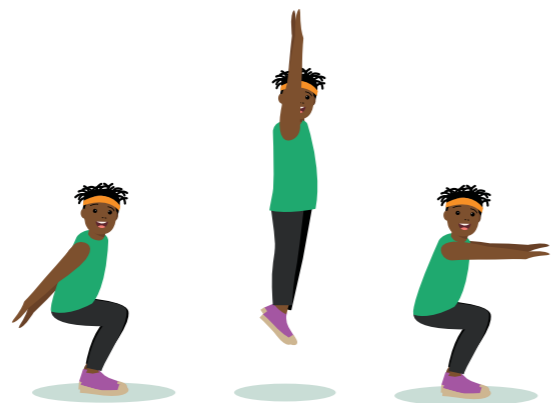
LISTENING SKILLS (COMMUNICATION)

MAIN PART 1  
(CONTINUED)

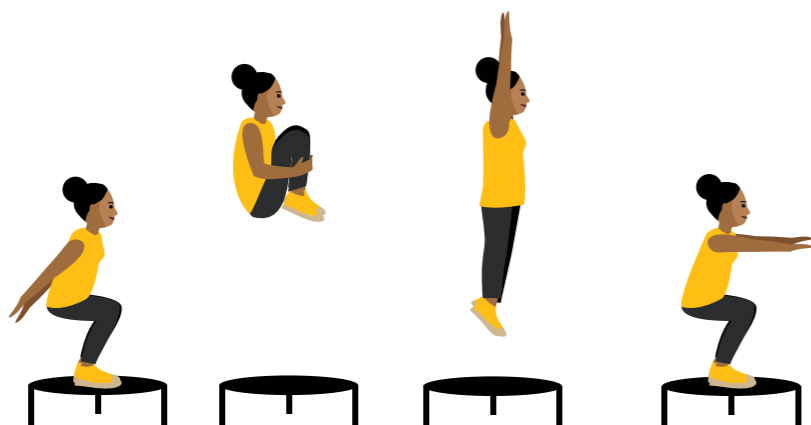
## 3. Make a circuit with 4 stations, each with a different stage of progression:

- Progress to jumping with various shapes on floor with proper landing, e.g.
  - Jump 3 x then stretch jump + land
  - Jump 3 x then tuck jump + land
  - Jump 3 x then start jump + land

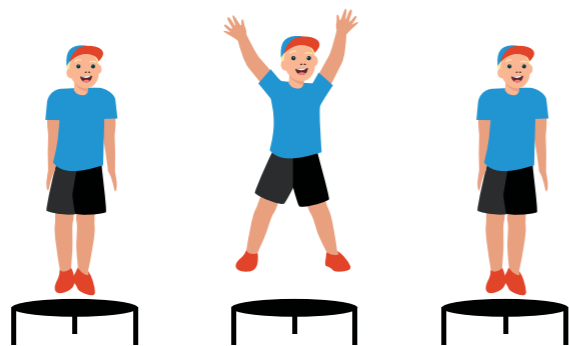
STRETCH JUMP



TUCK JUMP



STAR JUMP



PE TOPIC:

JUMPING - VAULTING

PE4LIFE TOPIC:

LISTENING SKILLS (COMMUNICATION)

- Line up 12 hula hoops in a row. EVERY 4<sup>TH</sup> hoop is red. Jump into each hoop. When you get to RED, hold landing position for 3 seconds, then carry on jumping until you get to the last hoop.
- Practise jumps from a height – car tyre, bench box top...LAND 1-2-3

## 4. Tag game: Safe Landing

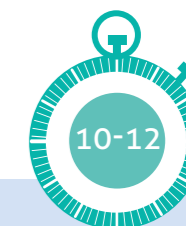
## Appoint 3 taggers

If you do any of the landings:

- Land on two feet
- Precision landing in a hoop or on a mat (put a few mats and hoops on the ground)
- Land from a jump off a small height (use layout from activity 3)

Change taggers every 30 seconds.

## MAIN PART 2



TIME: 10 to 12 minutes

## EQUIPMENT:

- Hula Hoops
- Bean bags or similar
- Old tyres or similar
- Benches



## SET-UP:

Arrange learners in groups of 3. Each group with 1 hoop that represents the rebound equipment (mini-tramp or springboard.) Learners take turns to do the activities below.

## ACTIVITY:

- Run, hurdle jump to landing.

Emphasise good technique in the run on toes, light and springy, use arms, eyes forwards

- "One-foot-to-two-feet" in the hurdle

Coordinate arm swing with hurdle – Circle arms forward, upward, then backwards in a small, fast circle, with arms finishing by the legs upon landing on the target. As the rebound happens, the arms swing forwards and upwards [arms straight up]



PE TOPIC:

JUMPING - VAULTING

PE4LIFE TOPIC:

LISTENING SKILLS (COMMUNICATION)

MAIN PART 2  
(CONTINUED)

## ACTIVITY: (CONTINUED)

Try and get accuracy in the different shape jumps.

Emphasise **safety landing position**. [Hold for 3 counts]

Activity all together.

- Step Hurdle:** Step onto target [e.g. beanbag] and hurdle into hoop jump up with feet together. Do not spend any time in the hoop, pretend you are bouncing off it as if it was a trampoline and land outside the hoop on two feet. Count 1-2-3.



- Arm circle in isolation: Stand on both feet with chest up and arms down by sides. Circle arms forwards, upwards, then backwards in a small, fast circle, with arms finishing by the legs.
- Step hurdle with arm circle

Now arrange a circuit with 6 substations. Have 5-6 learners starting at each station

- Line up 9 hula hoops in a row.** EVERY 3<sup>rd</sup> hoop is **red** (landing hoop)
  - 1<sup>st</sup> hoop: step in one leg
  - 2<sup>nd</sup> hoop: take off on two feet
  - 3<sup>rd</sup> hoop: landing on two feet and count 1-2-3... Repeat 2 x
- Jumps from a height-** car tyre, bench box top...LAND 1-2-3
- Baboon run between cones**

PE TOPIC:

JUMPING - VAULTING

PE4LIFE TOPIC:

LISTENING SKILLS (COMMUNICATION)

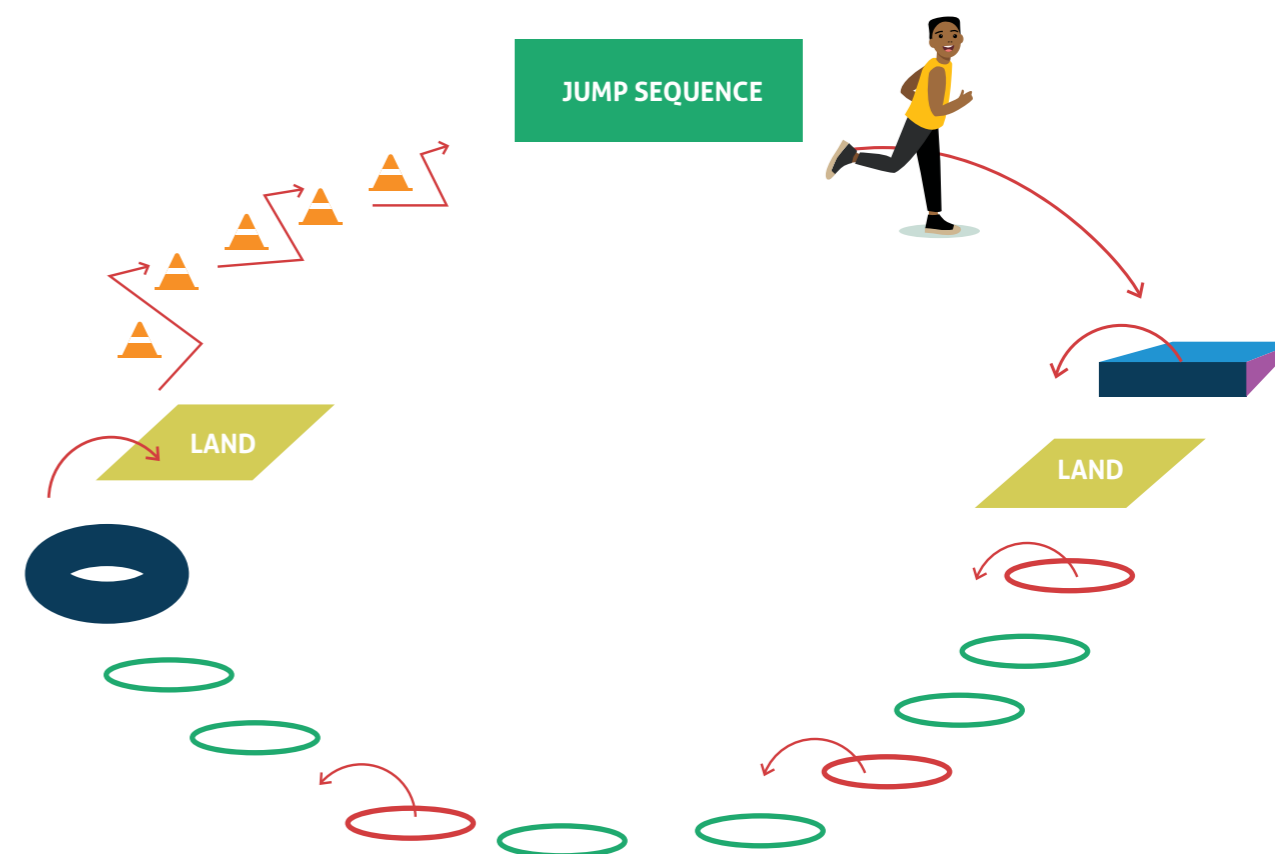
- Make a sequence of jumps in a row on lined up mats:

**STRETCH JUMP – TUCK JUMP – STAR JUMP – STRETCH JUMP – TUCK JUMP – STAR JUMP**

- Run up – take off – jump off the springboard** or mini trampoline and land on a landing mat

## NOTE TO EDUCATOR:

The movements may seem complex but encourage the learners to communicate with each other and explain the activities.



## Tips: How to adapt the session

See TREE and STEP methods to adapt session and apply relevant techniques.

The nature of the activity may exclude learners with a physical impediment from performing the movements. Modify the movements where possible.

PE TOPIC:

JUMPING - VAULTING

PE4LIFE TOPIC:

LISTENING SKILLS (COMMUNICATION)

## 5. COOL DOWN

Lead mobility stretches of the muscles used during the activities.

## CLOSING CIRCLE

1. Review the key messages from the session.
2. Let the learners reflect on the experience of demonstrating their **listening skills** during the session.
3. Let the learners reflect on the importance of **good listening skills** in their daily lives.
4. Ask the learners to give you feedback on the session. What did they enjoy, what did they not enjoy?
5. Thank the learners, highlight and acknowledge specific individuals to build self-esteem.
6. Make any other announcements and close the session.

## SESSION 12

GRADE 6

PE THEME:

GYMNASTICS

PE TOPIC:

BALANCING ACTIVITIES

PE4LIFE TOPIC:

PEER PRESSURE

## PE OBJECTIVES

By the end of the session the learners must be able to:

- demonstrate their ability to perform different balancing activities, such as static and dynamic balancing.
- explain the importance of having good balance for their physical development.

## PE4LIFE OBJECTIVES

By the end of the session learners should be able to:

- explain the influence of their peers on their behaviour and their future.
- identify strategies to cope with peer pressure.

## KEY MESSAGES ON BALANCING ACTIVITIES

- Balancing is described as keeping the body upright and the ability to maintain a controlled body position.
- Balance and coordination form part of gross motor skills development.
- Balancing activities reduce the risk of injury.
- Improved balance in learners improves athletic and sporting performance.
- Balance activities can be added to a warm-up as it requires minimal time.
- Static balance is the ability to hold a stationary position with control, such as when children must stand on one leg and hold their position.
- Dynamic balance is the ability to remain balanced while moving, for example when riding a bike.

## KEY MESSAGES ON PEER PRESSURE

- Peer pressure is the effect a person or a group of people have on a peer.
- Peer pressure can either have a positive or negative result.
- At this age, belonging to a peer group is quite important. It is a natural part of adolescent development.
- At the same time, adolescents may find themselves under pressure to take part in activities that they would not normally do. E.g. experimenting with cigarettes, alcohol or even drugs.
- PE4Life educators must encourage independence and self-confidence as a way to discourage bowing to negative peer pressure.
- Advise and encourage learners to surround themselves with positive influences and have good role models.

PE TOPIC:

BALANCING ACTIVITIES

PE4LIFE TOPIC:

PEER PRESSURE

**TIPS: HOW TO INTEGRATE "PEER PRESSURE" INTO THE SESSION.**

- Create opportunities for the learners to be influenced by their friends, both positively and negatively.
- Pre-arrange with a learner to try and influence their friends to do the opposite of what the educator is instructing. E.g. in warm-up activity 2, when the educator calls a "T", one of the learners should call an alternate letter.

**OPENING TEAM CIRCLE**

- See steps in Chapter 4 – Connected PE – The Opening and Closing Circle
- Facilitate a **connected conversation** with and amongst the learners about **peer pressure** and **values**. Divide the learners into groups and let them discuss briefly: (To save time, let different groups discuss different questions. Also write the questions down on laminated cards.)
  - What do you think is peer pressure?
  - Why are young people easily influenced by their friends?
  - What advice would you give to a friend who is dealing with pressure from his friends?
  - Can peer pressure be a good thing? Give some examples.
- Take brief feedback from one person per group.
- Introduce the PE and PE4Life objectives for the session.

**WARM-UP**

TIME: 8 to 10 minutes

**EQUIPMENT:**

- Bean bags or sand bags

**SET-UP:**

Learners arranged in the PE area randomly facing the educator. Put a few beanbags on the ground.

**ACTIVITY 1: Beanbag dodge (Snowball – Frozen)****Run around randomly**

When a learner finds a beanbag, stop, pick up the "snowball" from the ground and try to shoot someone from a stationary position. If another learner was hit by the beanbag ("snowball") they must stop ("freeze") in balance standing until another learner comes along and touches them to get them out of the frozen position ("melt the ice"). See who will not get frozen in the game.

PE TOPIC:

BALANCING ACTIVITIES

PE4LIFE TOPIC:

PEER PRESSURE

**ACTIVITY 2: Musical statues****EQUIPMENT:**

- Music system + medium-speed music



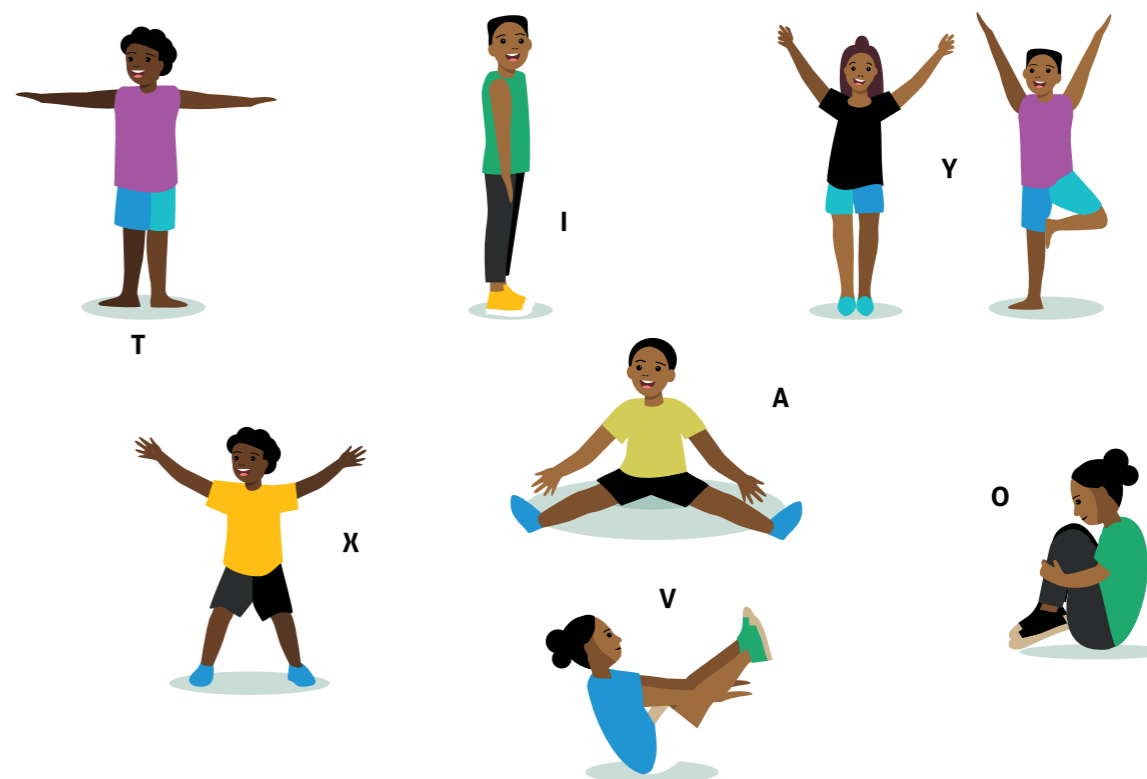
Play music involving some stops or music that you can pause from time to time.

While the music plays do different types of walks on tippy toes (educator demonstrates or calls out different types of walks):

- Arms sideways...
- Arms up...
- Knees up...
- 3 steps swing leg straight forward- 3 steps swing other leg forward...
- 3 steps – ½ turn – 3 steps – ½ turn...

When the music stops, educator to call out a letter and let learners perform the shape of the letter. After a few rounds, educator can ask the learners to call out as many words as they can starting with the letter that was called out.

When the music plays, carry on walking ...



PE TOPIC:

BALANCING ACTIVITIES

PE4LIFE TOPIC:

PEER PRESSURE

## MAIN PART 1



TIME: 12 to 15 minutes

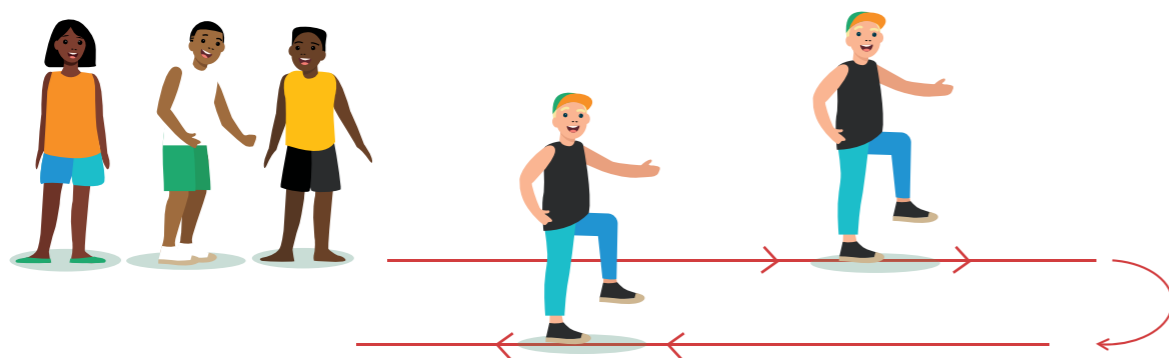
## EQUIPMENT:

- Ropes or lines on the ground



## SET-UP:

Arrange learners into groups of 5-6 in each group. Line them up behind a line.



Half of the group can start at the end of the rope/line!

## ACTIVITY 1:

- Demonstrate and experience different walks together.
- Do different walks on a line/rope on the ground.
- On the way back to starting point learners can do the same walk backwards.
- They can also create a sequence of steps to perform on a line/rope/bench:
- (One learner can take the lead and "influence" their group members.)

*Sequence example: Walk 2 steps – 2 x Walk kick – 2 x jump on 2 feet – 2 x knee lift...repeat*

PE TOPIC:

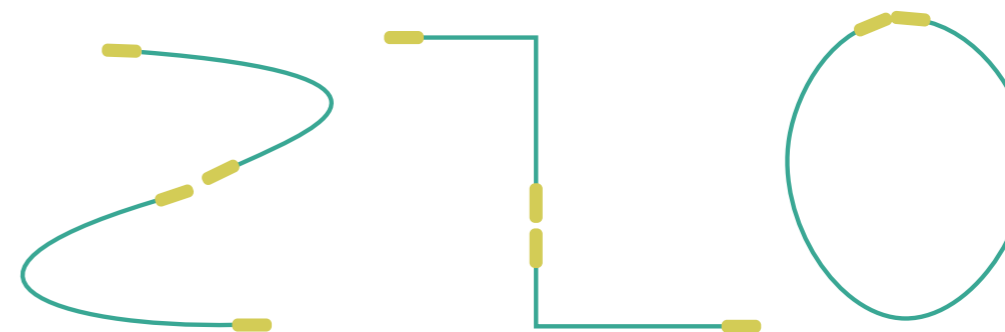
BALANCING ACTIVITIES

PE4LIFE TOPIC:

PEER PRESSURE

## ACTIVITY 2:

- Make shapes with the ropes, this time with the rope placed on the ground, follow the pattern.



## Try other activities:

- Benches or line of bricks to create a small height.
- Balance beanbag on head (ideal for more control).

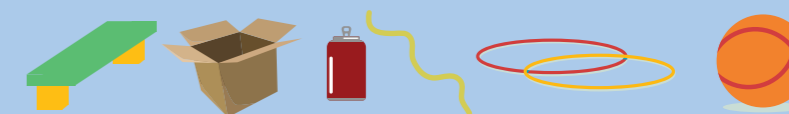
## MAIN PART 2



Time: 12 to 15 minutes

## EQUIPMENT:

- 2 benches
- 2 boxes
- rope
- coke can
- tog bag
- 8 hoops
- 3 balls
- blindfolds



## SET-UP:

Create 6 balancing stations. Each station to have 5-6 learners (depending on the number of learners in the class). Work at each station for 3 minutes.

PE TOPIC:

BALANCING ACTIVITIES

PE4LIFE TOPIC:

PEER PRESSURE

MAIN PART 2  
(CONTINUED)

## ACTIVITY:

## STATION 1 "MIRROR"

Place two benches facing each other. Divide the learners into pairs (one will be showing, i.e. demonstrating a balancing position on the bench, while the person opposite will have to imitate simultaneously). Change roles/positions. Make a connection with being a good role model for your partner.

## STATION 2 "TRAFFIC JAM"

On one bench two people will have to start from the two ends of the bench and try to pass each other without falling.

## STATION 3 "OBSTACLES"

Put two benches in a row. Place different obstacles on them, e.g. a box, rope, hoop, coke can, tog bag, etc. Participants will have to walk over them without touching or falling. Now pair them up, one with a blindfold, the other must be a positive role model and guide them over the obstacles without touching.

## STATION 4 "PLAY THE BALL"

Participants practising different ball skills while balancing or doing balance walks on the bench or line/rope (e.g. throwing and catching, rolling, bouncing).

## STATION 5 "THROUGH THE HOOP"

Hold a hoop in your hands and walk forward while turning the hoop over your head, then under your feet, like you were going to use a skipping rope. Try it backwards and sideways too.

PE TOPIC:

BALANCING ACTIVITIES

PE4LIFE TOPIC:

PEER PRESSURE

## 5. COOL DOWN

## Follow the leader

Let the learners quickly choose a leader who must lead a few slow cool-down movements.

Provide some ideas if necessary, such as:

- Walk on the spot, moving arms in a gentle swinging motion.
- Touch shoulders with hands, then reach up overhead. Repeat five times.
- Skip slowly on the spot.
- Skip side to side.
- Jump or hop on the spot.

## CLOSING CIRCLE

1. Review the key messages on balancing and peer pressure.
2. Let the learners reflect on how peer pressure influences their daily lives both positively and negatively.
3. Ask a few learners to share briefly what they would do if their friends tried to influence them to do bad things, e.g. disobey their parents or educators, or try smoking.
4. Ask the learners to give you feedback on the session. What did they enjoy, what did they not enjoy?
5. Thank the learners, highlight and acknowledge specific individuals to build self-esteem.
6. Make any other announcements and close the session.

## SESSION 13

GRADE 6

PE THEME:

PHYSICAL FITNESS

PE TOPIC:

MUSCULAR STRENGTH AND ENDURANCE ACTIVITIES

PE4LIFE TOPIC:

PERSONAL STRENGTHS AND WEAKNESSES

## PE OBJECTIVES

By the end of the session the learners must be able to:

- explain what muscular strength and endurance is.
- identify ways to increase their physical strength and endurance.
- recognise different activities relevant to working on major muscle groups.
- demonstrate a basic understanding of the components of fitness.

## PE4LIFE OBJECTIVES

By the end of the session learners should be able to:

- identify their own and others' strengths and weaknesses.
- use their strengths to support others.
- develop actions to improve on their weaknesses.

## KEY MESSAGES ON MUSCULAR STRENGTH AND ENDURANCE

Describe strength and endurance. What are the differences?

- In simple terms, **muscular strength** refers to **how strong** the learner is and muscular endurance refers to **how long** the muscles can work.
- Lifting your own body weight is a good way to build muscular strength, e.g. push-ups and pull-ups.
- **Endurance** refers to the ability of the learner to remain physically active for a prolonged period and withstand and recover from tiredness.
- In the context of school sport, a learner would be required to remain at a peak level of fitness for the entire duration of a sports match, for example, a football or a netball match.
- At the school level, an athletics event of 800m and 1500m would also require endurance.
- Endurance is also referred to as "stamina".
- Endurance is a key element of physical fitness and must be carefully developed over time.
- The prescribed PE periods in the syllabus are not enough to develop muscular strength and endurance. It must be supplemented by other physical fitness sessions as part of the school sports programme. Besides the activities in this practical session, the other ways to improve "endurance" or "stamina" are:
  - a. Aerobic workouts – these could simply include walking and/or jogging but could involve games that involve running or chasing, jumping rope or riding a bicycle.
  - b. Circuit training – Learners move from one exercise to the next with a brief rest between each activity. Exercises at each activity could include:

**Muscular Strength**

- Push-ups
- Pull-ups

PE TOPIC:

MUSCULAR STRENGTH AND ENDURANCE ACTIVITIES

PE4LIFE TOPIC:

PERSONAL STRENGTHS AND WEAKNESSES

- Weightlifting (If available – but exercise caution that the learners do not overexert and hurt themselves). Stretching, before and after muscle-strengthening exercises, is quite important.

**Endurance**

- Sit-ups
- Squats
- Shuttle runs
- Leg lifts
- Star jumps

## KEY MESSAGES ON PERSONAL STRENGTHS AND WEAKNESSES

- It is important for learners to think about and identify their personal strengths and weaknesses.
- It forms the basis for goal-setting and planning.
- If learners are aware of their own strengths and weaknesses, it helps to develop self-confidence and self-awareness.
- Developing an understanding of the strengths and weaknesses of others develops mutual respect and acceptance of differences in others. This can reduce conflict.

## TIPS: HOW TO INTEGRATE "PERSONAL STRENGTHS AND WEAKNESSES" INTO THE SESSION.

- (i) Create opportunities during the session for the learners to identify each other's strengths and "areas of improvement" (Avoid using the word weaknesses if possible.)
- (ii) E.g. In Main Part 1. Who was good at doing push-ups? Would you say that is a strength of his/her? Can you give him/her some advice on how to improve? Is giving feedback or advice one of your strengths?
- (iii) Try to let the learners identify as many strengths as possible in each other, ensuring the focus is not only on physical strengths.



PE TOPIC:

MUSCULAR STRENGTH AND ENDURANCE ACTIVITIES

PE4LIFE TOPIC:

PERSONAL STRENGTHS AND WEAKNESSES

## OPENING TEAM CIRCLE

- See steps in Chapter 4 – Connected PE – The Opening and Closing Circle
- Facilitate a **connected conversation** with and amongst the learners about **strengths** and **weaknesses**.
- Possible through leading questions:
  - Can you think of somebody that you admire? What do you admire about them?
  - What are their strengths?
  - Is there anything about this person that you don't like?
  - How about you –do you think there is anything about you that other people like?
  - Do you think there are things about you that other people don't like?

(At this age, the learners may not be that familiar with the terms "strengths" and "weaknesses".)

- Also introduce the PE topic through questions such as:
  - Who do you think is the strongest person physically in the class?
  - Who is the fittest?
  - Who exercises regularly?
  - Explain what exercises you do.
  - Who helps you?
- Make a link between muscular strength and endurance and personal strengths.

## WARM-UP

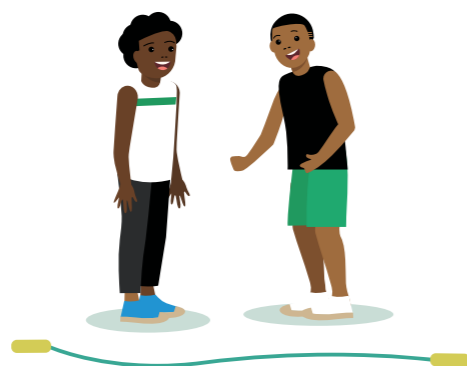


TIME: 8 to 10 minutes

## EQUIPMENT:

- Ropes, preferably 1 rope per 2 learners

**SET-UP:** Place ropes on the ground. The learners must share a rope and take turns. If there are too few ropes, you can add a 3<sup>rd</sup> learner to a rope.



PE TOPIC:

MUSCULAR STRENGTH AND ENDURANCE ACTIVITIES

PE4LIFE TOPIC:

PERSONAL STRENGTHS AND WEAKNESSES

## ACTIVITY: Cardiovascular endurance with ropes on the ground

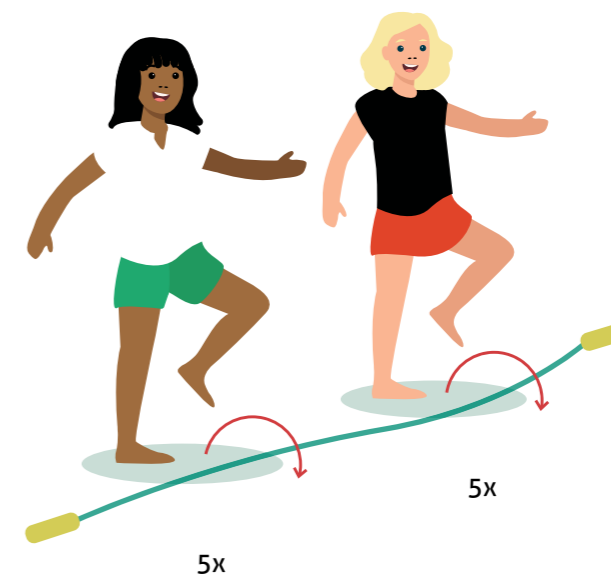
- Step over the rope forwards and backwards (stay on spot)
- Run over the rope forwards and backwards (stay on spot)
- Jump over the rope with feet together forwards and backwards (stay on spot)
- Jump over the rope with feet together sideways (move from one end of the rope to other)
- Jump over the rope on one leg sideways (10 x left/ 10 x Right...)
- Who can do the most jumps over the rope in 30 seconds?
- Repeat this 2 more times and compare results: Make a calculation between your own best and worst result and call out the difference.
- Arrange groups of 5. Educator asks questions** (show of hands)
  - Who did more than 20?
  - Who did more than 25?
  - Who did the most and least jumps in the group?
  - Add your 3 results together and see who did the most in the group.
  - Did the number of times get less or more? Why?

Line up in your group from least result to most to create a ranking (good math activity).

**When learners have lined up, reflect:**

"So who is good at jumping over the rope? That would be one of their "strengths".

**Who needs to improve their jumping skills? What advice can you give your friends to improve their jumping skills?**



PE TOPIC:

MUSCULAR STRENGTH AND ENDURANCE ACTIVITIES

PE4LIFE TOPIC:

PERSONAL STRENGTHS AND WEAKNESSES

## MAIN PART 1



TIME: 12 to 15 minutes

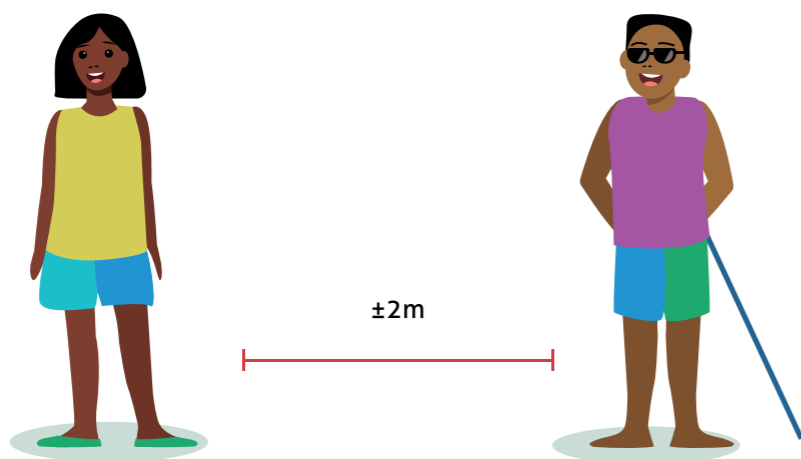
## EQUIPMENT:

- Balls



## SET-UP:

- Arrange learners in pairs
- +/- 2 metres apart
- Create 2 lines (facing rows)



PE TOPIC:

MUSCULAR STRENGTH AND ENDURANCE ACTIVITIES

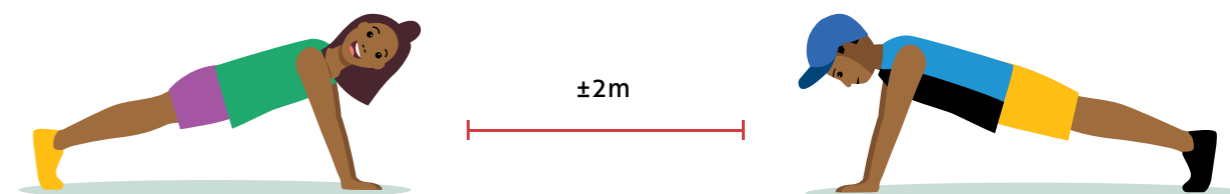
PE4LIFE TOPIC:

PERSONAL STRENGTHS AND WEAKNESSES

ACTIVITY: repeat each activity for about 30 seconds.

## 1. UPPER BODY STRENGTH with a partner in the push-up position:

- Lift your one hand up and wave at each other with your partner, then do the same with your other hand. Repeat several times.
- Step with your hands 2 x left – 2x right (synchronised, like a mirror image).
- Try to step on each other's hand in push-up hold (tap hands).



## Give a ball to each pair

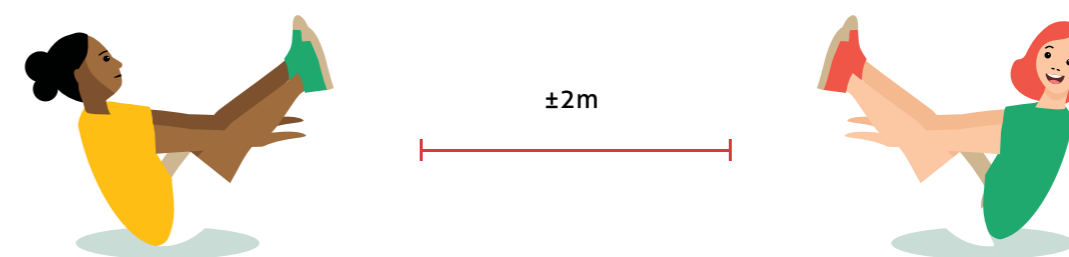
- Roll a ball to each other in the push-up hold.
  - Try to roll the ball with the head (bend arms to deep push-up hold) and partner stops the ball with one hand, repeat...
- Roll the ball with the one knee, partner stops the ball with hand, then rolls the ball back. Repeat to both sides (this activity works on the shoulder girdle as well as on abs).

## 2. ABS with a partner in sitting position:

## Sitting with feet away from the floor, hips bent, arms sideways

- Hold V-sit position for 10 seconds with arms sideways. Wave at each other. Repeat 5 x
- Hold position for 10 seconds with knees bent, your feet touching each other. Repeat 5 x
- Move your legs like scissors and clap your hands under your knees. Repeat 10 x

Knees bent, feet on the ground. Clamp feet together to give each other support. Lie down on the floor with a ball in your hands.





PE TOPIC:

MUSCULAR STRENGTH AND ENDURANCE ACTIVITIES

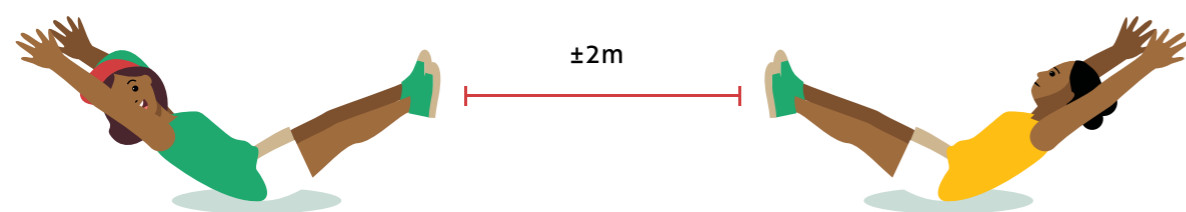
PE4LIFE TOPIC:

PERSONAL STRENGTHS AND WEAKNESSES

MAIN PART 1  
(CONTINUED)

3. **CORE with a partner in lying positions. Lying on your back with feet touching, arms up, hands above your head**
- "Dish hold": shoulders and feet off the ground with arms next to the body (easier). Rock forwards, touch feet to feet, then roll backwards 20 x
  - "Dish hold" with arms above your head. (more advanced)  
Counting out loud together from 10 to 0
  - Lie on the floor head-to-head, hold hands above your head. Roll sideways in "dish hold" with arms up synchronised with your partner ("pancake" roll).  
Repeat 5 x right

For each of the activities above, reflect on who performed excellently, who did OK, and who needs to improve. Let the learners decide and give the feedback. Link this to the PE4Life topic.



## MAIN PART 2

(A modified game, re-enforcing the skills) may not be necessary in Healthy Lifestyle sessions)

TIME: 12 to 15 minutes

SET-UP: 8 learners in a group (2 in each grid)



PE TOPIC:

MUSCULAR STRENGTH AND ENDURANCE ACTIVITIES

PE4LIFE TOPIC:

PERSONAL STRENGTHS AND WEAKNESSES

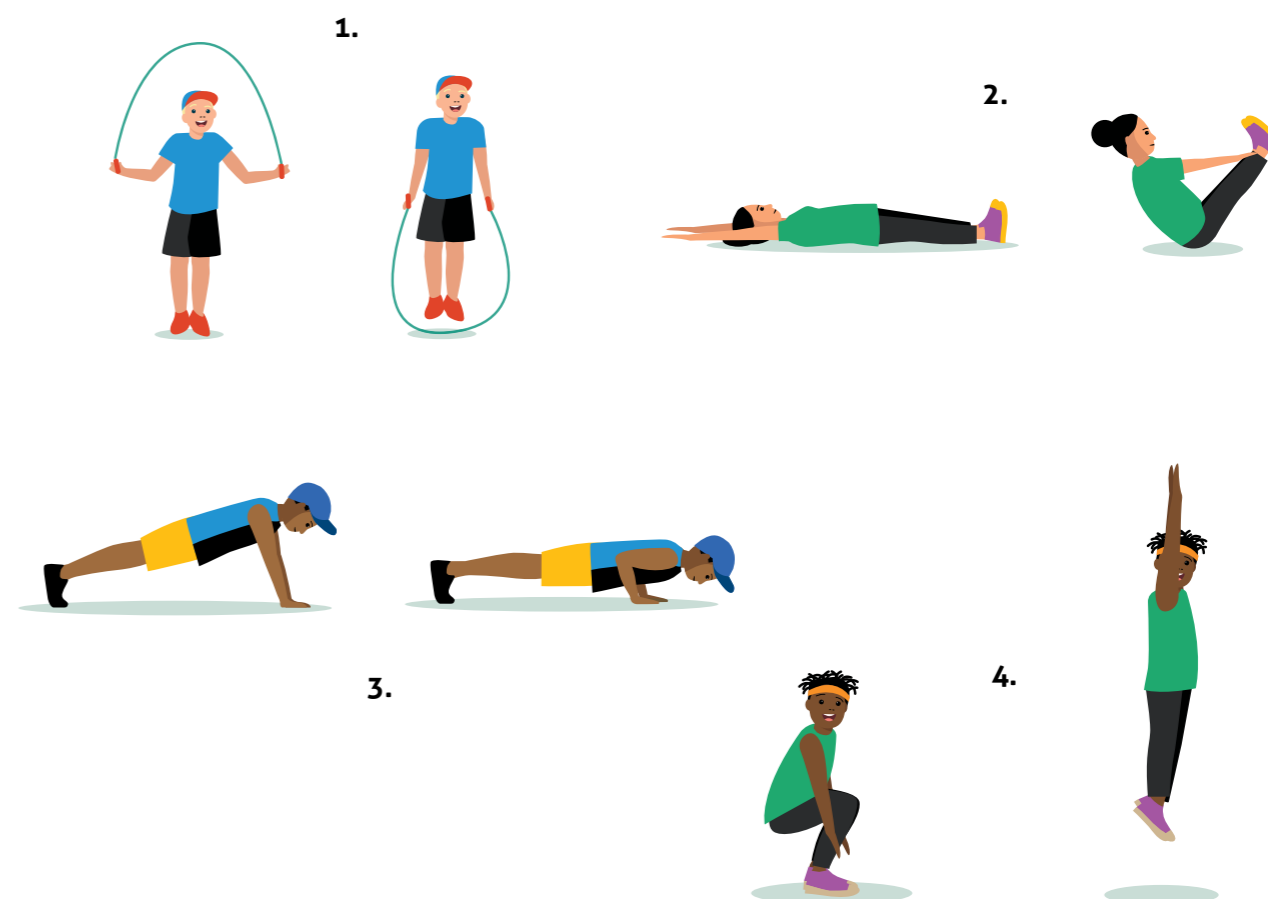
## ACTIVITY:

1. Jump on 2 feet with the rope
2. Jack knife sit-up
3. Push-up
4. Stretch jump

- Educator to keep time 30 seconds/activity.
- Partner to count your results.
- After 30 seconds, write down result and change roles.
- Repeat 2 x (a total of 2 results/learner), circle the best result!
- Change roles with your partner after each turn.

**One station will take approximately 3 minutes, then make a rotation.**

- At the end of the 3<sup>rd</sup> rotation, learners sit down and analyse their results, see their own progression.
  - They can compare their results with each other in their group
  - They can create a ranking in the class.
- The educator can announce the best improvement and/or best result.



PE TOPIC:

MUSCULAR STRENGTH AND ENDURANCE ACTIVITIES

PE4LIFE TOPIC:

PERSONAL STRENGTHS AND WEAKNESSES

## 5. COOL DOWN

Stretching with rope in hands. Hold each position for 10 seconds, repeat 3 x



## CLOSING CIRCLE

1. Review the key messages on **muscular strength** and **endurance** from the session. Let the learners explain the difference.
2. Let the learners reflect on their strengths and weaknesses, ask the learners if they used any of their strengths during the session and whether they showed any of their weaknesses.
3. Ask them to observe strengths in others.
4. Recap why it is important to know your strengths and weaknesses.
5. Ask the learners to give you feedback on the session. What did they enjoy, what did they not enjoy?
6. Thank the learners, highlight, and acknowledge specific individuals to build self-esteem.
7. Make any other announcements and close the session.

## SESSION 14

GRADE 6

PE THEME:

PHYSICAL FITNESS

PE TOPIC:

FLEXIBILITY ACTIVITIES

PE4LIFE TOPIC:

MOTIVATION

## PE OBJECTIVES

By the end of the session the learners must be able to:

- demonstrate a simple mobility stretch routine with music.
- recognise different activities relevant to working on major muscle groups.
- work with a partner with stretching activities.

## PE4LIFE OBJECTIVES

By the end of the session learners should be able to:

- explain the influence of their peers on their behaviour and their future.
- identify strategies to cope with peer pressure.

## KEY MESSAGES ON FLEXIBILITY ACTIVITIES

- **Flexibility** is the range of movement or amount of motion that a joint is capable of performing.
- Flexibility activities include stretching exercises as well as yoga, Pilates and tai chi.
- Stretching exercises that improve flexibility are:
  - forward lunges
  - side lunges
  - cross-overs
  - standing quad stretches
  - seat stretches
  - knees to chest
- improved flexibility carries many benefits such as fewer injuries, improved posture, balance and performance, less pain throughout the body and allows maximum range of motion.
- Stretching before any physical activity is highly recommended and this should form part of most warm-up activities so that the learners can perform optimally with less risk of injury.



PE TOPIC:

FLEXIBILITY ACTIVITIES

PE4LIFE TOPIC:

MOTIVATION

## KEY MESSAGES ON MOTIVATION

- The general trend internationally is that young people have become less physically active. Advancing technology, such as mobile phones, the Internet, tablets, etc., has distracted young people.
- Educators must find creative ways to increase the motivation and focus of young people.
- PE educators and coaches must motivate learners to participate in physical activities and sport regularly.
- Many of the learners may face difficult circumstances at home, but they must be encouraged to remain motivated and focused and to keep pursuing their goals in life, even in difficult situations.
- Here are a few techniques that can be applied to improve the motivation and focus of the learners:
  - "What's in it for me?" Make learners understand the value of the activity, how it will impact positively on them.
  - Give the learners a voice, value their opinion. An authoritarian approach by educators will demotivate the learners. This is a key component of the PE4Life approach.
  - Similarly, give them an opportunity to share their ideas, make suggestions and to implement their ideas where possible.
- Give them tasks, both during the PE sessions and generally in class, that are both challenging but also achievable. Don't set the learners up for failure.
- Provide incentives. Different learners are motivated by different "incentives", but generally young people are motivated by external factors. These could include anything from certificates, awards, recognition at the school, leaving a few minutes early, being allowed to wear casual clothes to school, etc.
- Make it **fun**. The educator must really focus on making PE sessions enjoyable, filled with laughter. The learners must look forward to the PE4Life sessions.



## TIPS: HOW TO INTEGRATE "MOTIVATION" INTO THE SESSION

- At this age, the learners are likely to value motivation by their peers more than praise from the educator.
- Create as many opportunities as possible for the learners to support, assist and motivate each other during the session.
- Encourage the class to develop a class song or a class rap.



PE TOPIC:

FLEXIBILITY ACTIVITIES

PE4LIFE TOPIC:

MOTIVATION

## OPENING TEAM CIRCLE

- See steps in Chapter 4 – Connected PE – The Opening and Closing Circle
- Possible leading questions:
  - Who likes music? Why do you like music? What music do you like? Play us a short piece of your favourite music.
  - Who likes to go out with their friends? Where do you and your friends go to? What do you do when you are together?
  - Who likes to do chores at home? What do you do? Why?
  - Who likes lots of homework? What are the benefits of doing your homework on time? What are the benefits of doing your chores at home? What are the consequences of not doing them?

**Note to educator:** Through these opening questions and conversations, you are establishing examples of activities that the learners like and are motivated to do by themselves and those that they are NOT motivated to do and comparing the reasons why.

## WARM-UP

**TIME:** 8 to 10 minutes**EQUIPMENT:**

- Music with medium speed to set the mood and to get some motivation. Let the learners choose the music. Use music discussed during the opening circle.

**Set-Up:** Learners to stand 2 metres apart in facing rows. You can demonstrate the sequence using mirror imaging (your left is their right).

PE TOPIC:

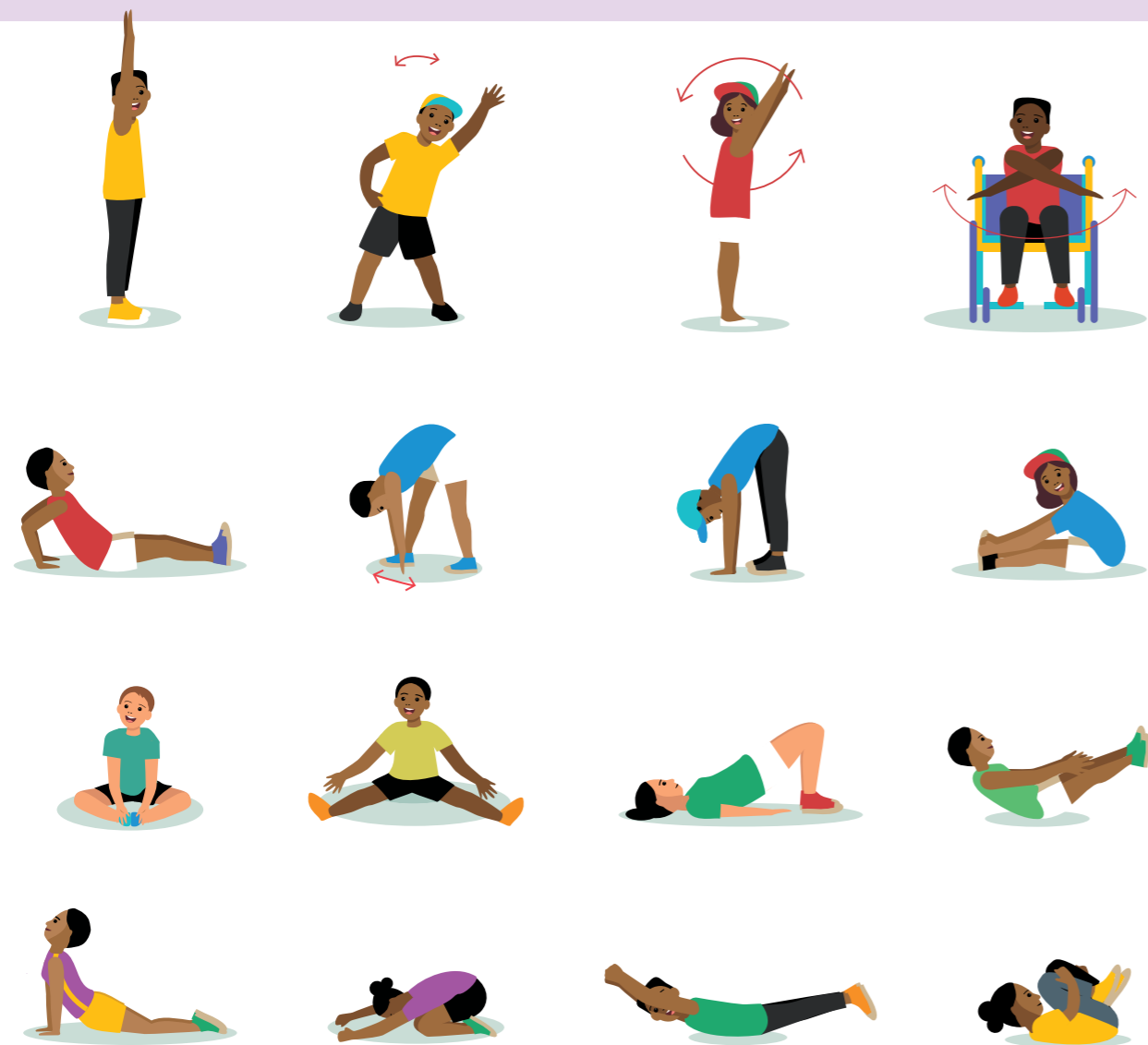
FLEXIBILITY ACTIVITIES

PE4LIFE TOPIC:

MOTIVATION

WARM-UP  
(CONTINUED)

ACTIVITY: Mobility stretch warm-up routine with music



Each dynamic stretch to be repeated 10 x and each static position to be held for 10 seconds and repeated 2 or 3 x.

Remember to applaud persons doing the stretches correctly and to use them as role models to demonstrate the stretches to the class. Make sure the class applauds them after they have had their turn.

PE TOPIC:

FLEXIBILITY ACTIVITIES

PE4LIFE TOPIC:

MOTIVATION

MAIN PART 1



TIME: 12 to 15 minutes

## EQUIPMENT:

- Skill cards with different types of stretches
- 4 different colour hula hoops each representing a different group of activities or different muscle groups

## FIND SAMPLE SKILL CARDS ON PAGES 238-239

Make at least 2 copies of each skill card. The cards should be about 12 x 12 cm big and should be laminated for durability.



## ACTIVITY:

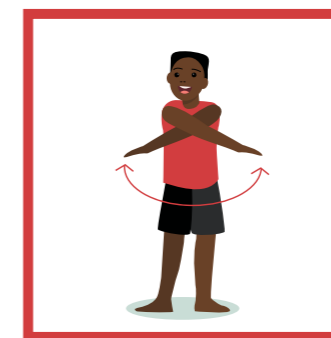
1. TRY ALL STRETCHES (from the warm-up routine)
  - Arrange learners randomly spaced on the floor.
  - Play some fast music. While the music plays learners to move randomly between coloured hoops with different types of locomotion. When the music stops, they find a card.
  - Learners to try the stretches illustrated on the card they find.
  - Hold stretching position for 10 seconds or repeat 10 x.
  - Teach learners to breathe continuously, slowly, do not hold breath. This ensures good blood flow to all muscle groups.
  - When music starts again get moving. Play this for about 5 to 8 minutes

## RED Hoops - Arms and shoulders



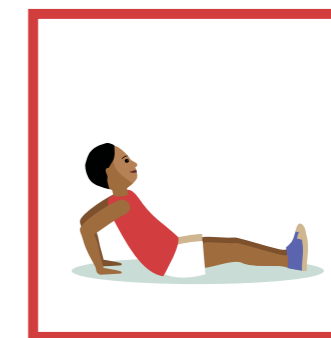
## ARM CIRCLES

Forward, backward, big and small.



## ARM SWINGS

Criss cross, side to side.



## SHOULDER STRETCH

Sitting, hands facing forwards arms with deep bend 90° at elbows.

PE TOPIC:

FLEXIBILITY ACTIVITIES

PE4LIFE TOPIC:

MOTIVATION

MAIN PART 1  
(CONTINUED)

**YELLOW Hoops** - Back and sides



**STRETCH & LEAN**  
Left & right.



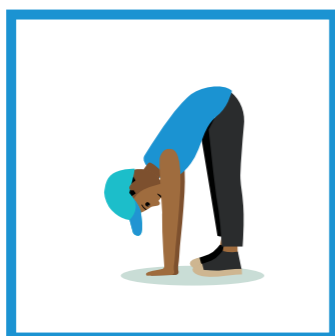
**TIGHT BODY EXERCISE**  
Handstand body position standing and laying flat (front & back).



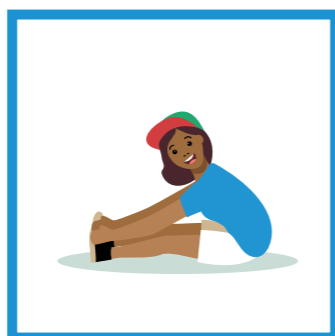
**BLUE Hoops** - Legs and lower back



**STRADDLE STRETCH**  
Walk hands from one foot to the other.



**PIKE STRETCH**  
Try to get your legs straight and touch the floor.



**SITTING PIKE STRETCH**

**GREEN Hoops** Core strength



**ARCH POSITION**



**HOLLOW BODY**

PE TOPIC:

FLEXIBILITY ACTIVITIES

PE4LIFE TOPIC:

MOTIVATION

MAIN PART 2

PARTNER STRETCHING

EQUIPMENT: none

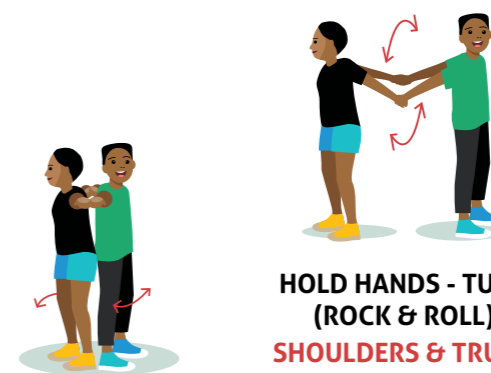
SET-UP: Put learners in groups of 2 for partner activities



Learners must call out the **body part** where they feel the stretch the most. They must give each other feedback, support and motivate each other.



**SIDE TO SIDE STRETCH (DIAMOND)**  
SIDES



**BACK TO BACK-TURN SIDWAYS (MIXER)**  
SHOULDERS & TRUNK

**HOLD HANDS - TURN (ROCK & ROLL)**  
SHOULDERS & TRUNK



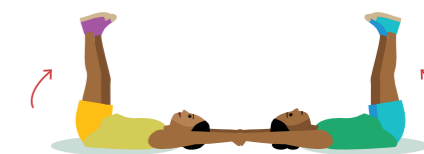
**TABLE TOP, HOLD SHOULDER, PUSH DOWN (TABLE MOUNTAIN)**  
SHOULDERS, BACK & HAMSTRINGS



**HOLD HAND - ONE LEANS FORWARD, OTHER BACKWARD. (SCALE)**  
SHOULDERS & BACK



**LONG SIT, HOLD HANDS - LEAN FORWARD, LEAN BACKWARD. (BEND-SAW)**  
SHOULDERS & BACK



**LONG SIT, HOLD HANDS - LEAN FORWARD, LEAN BACKWARD. (CANDLE STICK)**  
SHOULDERS & BACK

PE TOPIC:

FLEXIBILITY ACTIVITIES

PE4LIFE TOPIC:

MOTIVATION

## 5. COOL DOWN

Since the session focussed mainly on stretching, simple walking slowly around the area and breathing will suffice as a cool-down activity.

## CLOSING CIRCLE

1. Review the key messages from the session.
2. Let the learners reflect on how they were motivated during the session by their peers.
3. Let them reflect as to whether they were demotivated at any stage of the lesson.
4. Let the learners reflect on how being self-motivated to do things, instead of being forced to, can impact positively on their lives.
5. Let them discuss with a partner if they will do anything differently about motivating themselves and others.
6. Ask the learners to give you feedback on the session. What did they enjoy, what did they not enjoy?
7. Thank the learners, highlight and acknowledge specific individuals to build self-esteem.
8. Make any other announcements and close the session.



## SESSION 15

GRADE 6

PE THEME:

DANCE

PE TOPIC:

SOCIAL DANCE - LINE DANCE

PE4LIFE TOPIC:

CHILDREN'S RIGHTS AND RESPONSIBILITIES

## PE OBJECTIVES

By the end of the session the learners must be able to:

- demonstrate basic dance steps with music.
- perform a prescribed line dance (The famous South African 'Jerusalema' dance).
- create their own formations in groups to make this dance more interesting.

## PE4LIFE OBJECTIVES

By the end of the session learners should be able to:

- reflect on their rights as contained in the UN Convention on the Rights of the Child.

## KEY MESSAGES ON SOCIAL DANCE

- Social dance is a category of dances that have a social function.
- These include various folk dances.
- There are numerous national folk dances in Namibia, some associated with national cultural groups.
- Through learning various dances, people can learn about each other's culture.
- Social dances are intended for participation rather than performance and can be led and followed with relative ease.
- Social dances such as the popular 'Jerusalema' dance is a fun way to build self-confidence and improve physical fitness whilst socialising with others around you.
- Social dance is encouraged as a form of exercise at schools during the COVID pandemic as social distancing rules can easily be applied.
- Through dance, students learn teamwork, focus, and improvisational skills.



PE TOPIC:

SOCIAL DANCE - LINE DANCE

PE4LIFE TOPIC:

CHILDREN'S RIGHTS AND RESPONSIBILITIES

## KEY MESSAGES ON CHILD RIGHTS AND RESPONSIBILITIES

- A right is something that nobody can take away from you.
- Children have the right to:
  - a. be safe and be protected from danger.
  - b. an identity.
  - c. to be educated.
  - d. play and enjoy their youth.
  - e. have medical care, nutrition and shelter.
  - f. be protected against cruelty and abuse.
  - g. good governance.
  - h. freedom and peace.
- Parents and educators have the duty to protect children's rights until they are old enough to make their own way in the world.



## TIPS: HOW TO INTEGRATE "CHILDREN'S RIGHTS AND RESPONSIBILITIES" INTO THE SESSION.

A key element of the PE4Life approach is recognising that children have rights which must be recognised and respected. The traditional approach to teaching places all the power in the hands of the educator, very often trampling on the rights of the children.

Throughout this lesson, the educator must emphasise the fact that the learners have rights and make sure they understand their rights and what to do if their rights are being violated. Create opportunities where their rights are deliberately denied e.g. prevent them from expressing themselves, and reflect on their rights being denied.



## OPENING TEAM CIRCLE

1. See steps in Chapter 4 – Connected PE – The Opening and Closing Circle
2. Introduce the PE topic with questions such as:
  - a. Who likes dancing? What is your favourite dance?
  - b. Who likes dancing in a group?
  - c. Have you heard of the 'Jerusalema' dance? Does anybody know the dance, can you show us?
3. Facilitate a **connected conversation** with and amongst the learners about **children's rights**. Possible leading questions:
  - a. Do children have any rights, or should they simply do as they are told by their parents, educators and other adults? (Let them discuss amongst themselves.)
  - b. What do you think your rights are? (Again, let them discuss the question.)

PE TOPIC:

SOCIAL DANCE - LINE DANCE

PE4LIFE TOPIC:

CHILDREN'S RIGHTS AND RESPONSIBILITIES

## NOTE TO EDUCATOR:

At this stage, merely take the feedback from the learners, do not have a lengthy discussion on their rights.

## WARM-UP



TIME: 8 to 10 minutes

## EQUIPMENT:

- Speakers and medium-speed music on USB/laptop /phone synced with speaker. (Involve the learners in choosing the music beforehand)



## SET-UP:

Make a big circle with all learners, educator is part of the circle.



PE TOPIC:

SOCIAL DANCE - LINE DANCE

PE4LIFE TOPIC:

CHILDREN'S RIGHTS AND RESPONSIBILITIES

WARM-UP  
(CONTINUED)**ACTIVITY: Basic dancing steps**

Spend about 2 minutes per step combination.

- Basic step to get the rhythm and synchronise with the music**
  - Let's start on the spot. Step with R foot and L foot. First single then double time
  - Step **right**, close the feet, step **right** again then close.
  - Do the same to the **left**.
  - Do this in continuation: **two** steps right and **two** steps left
- Open Jazz**
  - Start with feet together. Put your weight on your **left** foot.
  - Cross your R foot in front of your L foot. Knees slightly bent. Right foot touches the ground.
  - Transfer weight onto **left** foot.
  - Step to the side onto the **right** foot.
  - Step forward on the **left** foot, straightening knees as left foot touches ground.
  - Repeat 2x
- Bart**
  - Step forward with **left leg**. Step close to the left leg's heel with **right** (**fourth** position). Transfer weight on front leg then on back leg 2 x.
  - Step quarter turn to the right and lift right leg.
  - Place **right** leg down to the right and step with **left** leg over **right** then step **right** and tap on left side with left foot
  - Move to the **left**-hand side with **left** foot, Step left cross with **right** foot, open with **left** foot and tap with **right** foot on **right** side.
  - Reverse to the back, use **right** leg back then **left** and **right** again
  - Start from the beginning and when you do the quarter turn make sure that when you repeat the sequence you face a different side till you cover all four sides.
- Grapevine step**  
Learners can hold hands for this step combination to make it more fun and to create a feeling of unity. (Assuming that Covid-19 conditions have been relaxed by now.)
  - Step to the **right** with **right** foot
  - Cross **left** behind **right** foot
  - Step **right** with **right** foot
  - Cross with **left** foot in front of **right** foot,
  - Step **right** with **right** foot and close **left** foot next to **right** foot.
  - Repeat to the **left** with the **left** foot

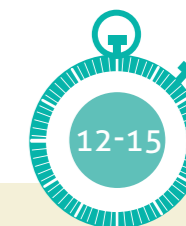
PE TOPIC:

SOCIAL DANCE - LINE DANCE

PE4LIFE TOPIC:

CHILDREN'S RIGHTS AND RESPONSIBILITIES

MAIN PART 1



TIME: 12 to 15 minutes

**EQUIPMENT:**

- Speaker and 'Jeruselema' song on USB/laptop/phone connected to speakers.

**SET-UP:**

Arrange learners in facing rows. Educator facing learners and use mirror image to demonstrate and to teach.

**ACTIVITY:****1. Learn the steps of the 'Jeruselema' dance**Tutorial video: <https://youtu.be/FkTmucpbeEs>Music (remix) + dance <https://youtu.be/9-RhCvYpxqc>**PART 1**

- Intro:
- Step and hip thrust x 2 right then x 2 left
  - Tap forward 4 x right then 4 x left
  - Switch legs 4 x

**PART 2**

- Start travelling:
  - Step** onto your right foot, transferring all your weight to that foot.
  - Lift the left foot and **step** back, behind the right foot, just onto the ball of the foot.
  - Shift your weight to the ball of the left foot as you raise your right foot.
  - Step** back down onto the right foot, completing the move.  
+ 4 steps forward and tap
- 4 steps sideways (left) and tap.
- 4 steps backwards and tap.

**2. Combine the steps.**



PE TOPIC:

SOCIAL DANCE - LINE DANCE

PE4LIFE TOPIC:

CHILDREN'S RIGHTS AND RESPONSIBILITIES

MAIN PART  
(CONTINUED)

## ACTIVITY(CONTINUED):

## PART 1

- No **intro**, start with 2 then 3.

## PART 2

- 4,5,6

3. Combine part 1 and part 2 all into one dance and repeat together.

The explanation in words may seem confusing, be sure to watch the tutorial video.

## MAIN PART 2

TIME: 12 to 15 minutes

## EQUIPMENT:

- Same as Main part 1

## SET-UP:

- Learners divided into groups of 8-10
- The learners must choose a leader. Reflect briefly on their rights to choose their own leader.
- Now the educator deliberately changes all the leaders and impose a leader on the group.
- Reflect on their rights to choose their own leader versus your right to change their decisions.
- Emphasise their right to choose. The original leader chosen by the learners must assume their leadership roles.
- The groups must choose the formation, e.g.



PE TOPIC:

SOCIAL DANCE - LINE DANCE

PE4LIFE TOPIC:

CHILDREN'S RIGHTS AND RESPONSIBILITIES

One long row



Two rows of 5



V-formation



Square



Triangle



## ACTIVITY:

- Each group to create a formation in which they want to perform their dance to the others and practise the dance in their group. Make sure they engage with each other. Make the link with their right to set their own goals and make decisions.
- Educator walks around the groups and assists with the start for about 5 minutes.
- Educator to stop all groups and start playing the music from the beginning a few times for the groups to practise their performance.
- Groups 2 and 3 sit down as spectators, Group 1 performs. Change groups.

PE TOPIC:

SOCIAL DANCE - LINE DANCE

PE4LIFE TOPIC:

CHILDREN'S RIGHTS AND RESPONSIBILITIES

## 5. COOL DOWN

This was quite a strenuous session, so let one of the learners lead some stretching activities based on previous sessions.

## CLOSING CIRCLE

1. Review the key messages on "social dancing" – let the learners reflect on the experience of dancing as a group.
2. Refer to the **opening circle** and let the learners reflect again on their rights. Let them reflect on which rights, if any, were denied during the session. Reflect on when you tried to impose your leader on them.
3. Without giving a lengthy lecture, emphasise their key rights and advise them what to do if their rights are violated.
4. Ask the learners to give you feedback on the session. What did they enjoy, what did they not enjoy? Reflect on their right to give feedback, to be heard.
5. Thank the learners, highlight and acknowledge specific individuals to build self-esteem.
6. Make any other announcements and close the session.

## SESSION 16

GRADE 7

PE THEME:

PHYSICAL FITNESS

PE TOPIC:

SPEED

PE4LIFE TOPIC:

LEADERSHIP

## PE OBJECTIVES

By the end of the session the learners must be able to:

- demonstrate the ability to move at slow speeds and fast speeds.
- improve their technique of running/sprinting.
- correct the position of the body, knees and arms to improve speed.
- adapt to a change of direction and speed.

## PE4LIFE OBJECTIVES

By the end of the session learners should be able to:

- explain the importance of good leadership.
- list some of the qualities of good leaders.
- demonstrate an understanding of the fact that they could all become leaders in their field.

## KEY MESSAGES ON SPEED

- Speed is the ability to move from one point to another as quickly as possible.
- Speed can be improved by learning the best running technique.
- Speed can also be improved by improving muscular strength.
- Good speed and agility in children increase their reaction time, balance and coordination.
- Good speed is a requirement to excel in most sports.



PE TOPIC:

SPEED

PE4LIFE TOPIC:

LEADERSHIP

## KEY MESSAGES ON LEADERSHIP

- Although this is widely debated, for the purposes of the PE4Life programme, learners must be made to understand that they all have the potential and ability to lead. Although some people believe that people are born with leadership qualities, learners must appreciate that by applying themselves, through hard work, dedication and action, they too can become leaders in the field of their choice.
- Learners must understand who the leaders are in their lives. They may not always agree with their leaders, but they have a duty to respect, obey and support the leadership figures in their lives. Leaders include their parents, educators, the principal, prefects at the school, their coach, captain of their sports team, etc.
- Learners must understand and appreciate that sometimes they will be appointed as leaders and they must provide responsible guidance and direction to those whom they are leading, but in other situations, they will be followers and they must accept the leadership of others.
- In the context of sport, leaders include referees, umpires, judges, etc. The learners must learn to respect and obey the decisions of sports officials and they must understand that a failure to respect the decisions of officials can have negative consequences for them as individuals but also for their teams.
- As a leader yourself, i.e. a teacher, educator or coach, you must lead by example.



## TIPS: HOW TO INTEGRATE "LEADERSHIP" INTO THE SESSION

- The most effective way to teach leadership is to give the learners opportunities to lead.
- Give them opportunities to take on responsibilities and lead parts of the sessions. Below there will be ample opportunities for different learners to take on the role of the educator.
- Create opportunities for learners to lead part of the warm-up or cool-down sessions.

(The educator can advise learners in advance that they will lead the warm-up session; this will enable them to do some research and practise ahead of time.)



## OPENING TEAM CIRCLE

1. See steps in Chapter 4 – Connected PE – The Opening and Closing Circle
2. Possible leading questions:
  - a. Who are the main leaders in your life?
  - b. Which leader do you admire the most in your life, why?
  - c. Who is the leader of the Namibian national football or netball team? Who is the leader of the Namibian Football or Netball Association?
  - d. Do they think they can be leaders? Etc.
  - e. Why do we need to be fast in sport?
  - f. Should we always be fast? What will happen if we are fast all the time?

PE TOPIC:

SPEED

PE4LIFE TOPIC:

LEADERSHIP

## WARM-UP



TIME: 8 to 10 minutes

## EQUIPMENT:

- Cones or chairs (anything to mark out an area)



## SET-UP:

Arrange learners spread out randomly in a playing area marked with cones or chairs  
For 30 learners you should have an approximately 20 x 20 metre square territory.

## ACTIVITY 1: Mobility stretching (activities straight after the opening circle)

- Circle **ankles left** 10 x then **right** 10 x
- Circle **knees** with hands on knees **left** 10 x then **right** 10 x
- Circle **hips** with hands on hips **left** 10 x then **right** 10 x
- Rotate **shoulders** with arms next to body **forwards** 10 x then **backwards** 10 x

## ACTIVITY 2: Tag Game:

Appoint 1 tagger with a red flag or colourful hat to be identified. Tagger must be "The Leader" for 30 seconds and count how many learners she/he can tag.  
If you were tagged, you must get into one of the hoops and do the activity called out for you by "The Leader":



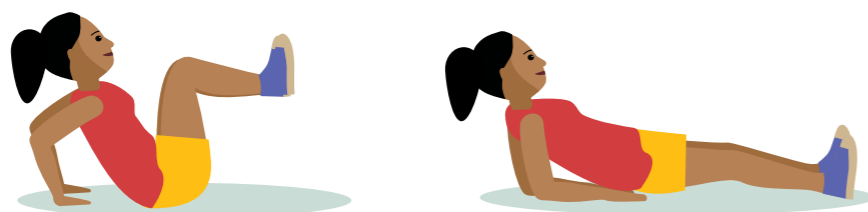
JUMPING JACKS

PE TOPIC:

SPEED

PE4LIFE TOPIC:

LEADERSHIP

WARM-UP  
(CONTINUED)

LEG PULLS



LUNGES

After 10 repetitions carry on running.  
After 30 seconds educator stops activity and asks who was not tagged.  
Appoint another "Leader" for the next round. Play it 5 x at least to get the pulse rate up to about 140 beats/minute.

PE TOPIC:

SPEED

PE4LIFE TOPIC:

LEADERSHIP

MAIN PART 1



TIME: 12 to 15 minutes

EQUIPMENT: None

SET-UP:

Line learners up in two facing rows and demonstrate the different phases of sprinting from a side angle, so they see the knee driving the legs action and the arms moving with elbows bent.



INITIAL CONTACT

MID-STANCE

TAKE OFF

INITIAL SWING

MID-SWING

TERMINAL SWING

ACTIVITY 1:

Demonstrate a good **running technique** and show a poster/video. Identify a "leader" that shows good speed technique, let them lead the demonstration of good technique.

Main points:

- Relatively short but frequent strides to minimise breaking and bouncing.
- Imitate the motion of a "wheel" to move smoothly forward rather than bouncing.
- Leaning forwards slightly brings the body into a natural forward momentum.
- Lean forward more to increase propulsion (forward motion energy) to get more speed.
- Use a good mid-foot strike with the ball of the foot touching the ground softly while the heels touch it slightly.
- Keep elbows bent and let arms swing back to balance body.
- Keep looking ahead of you, not under your feet.

ACTIVITY 1 AND 2: Stay on the spot

PE TOPIC:

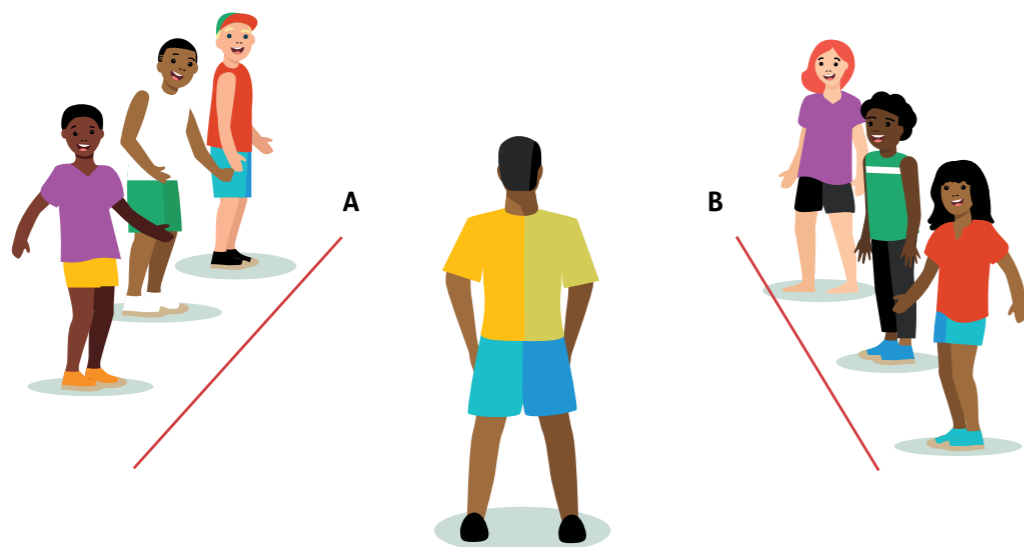
SPEED

PE4LIFE TOPIC:

LEADERSHIP

MAIN PART  
(CONTINUED)

ACTIVITY 3: They need to do all activities between A and B



Different lead-up activities on the spot to improve running technique:

- Move your arms next to your body with elbows bent, lightly leaning forwards to practise the importance of fast arm movements and body posture.
- Small running steps with quick arms and knees moving forward.
- Count how many running steps you can do in 30 seconds. Only count the steps on the left foot, then multiply by 2. The more the better.

2. Different activities in locomotion (moving from A to B or from B to A – alternating with your partner) to improve running technique. Each learner takes a turn to “lead” their partner. Explain the technique, demonstrate, watch them do the activity and give feedback.

– Repeat each activity at least 4 x

- Jogging with small running steps with knees moving forward.
- Run faster with knees moving forward, arms moving faster.
- Jog with knees up on every 3<sup>rd</sup> step (learners to say it out loud: 1-2-Up, 1-2-Up, 1-2-Up...).
- Same activity with faster run.
- Jog with knees up on every 5<sup>th</sup> step (learners to say it out loud: 1-2-3-4-Up, 1-2-3-4-Up, 1-2-3-4-Up...)

4 running steps with knees up, 4 with normal position and body leaning slightly forward...

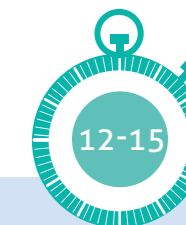
PE TOPIC:

SPEED

PE4LIFE TOPIC:

LEADERSHIP

MAIN PART 2



TIME: 12 to 15 minutes

1. Stand with a partner facing each other, about 50cm apart. Partner A leans slightly forwards, B holds the shoulders of A in a forward lunge position. On educator's command, A starts running on the spot leaning into the hands of B and tries to push B backwards. Running on the spot for about 10 seconds until whistle goes off to indicate change of roles. Repeat 3x/each. This may be a good opportunity for learners to keep time and blow the whistle. i.e. start to give the learners leadership responsibilities. *Aim of the games: A to push B backwards, B to stay in place.*



PE TOPIC:

SPEED

PE4LIFE TOPIC:

LEADERSHIP

MAIN PART 2  
(CONTINUED)

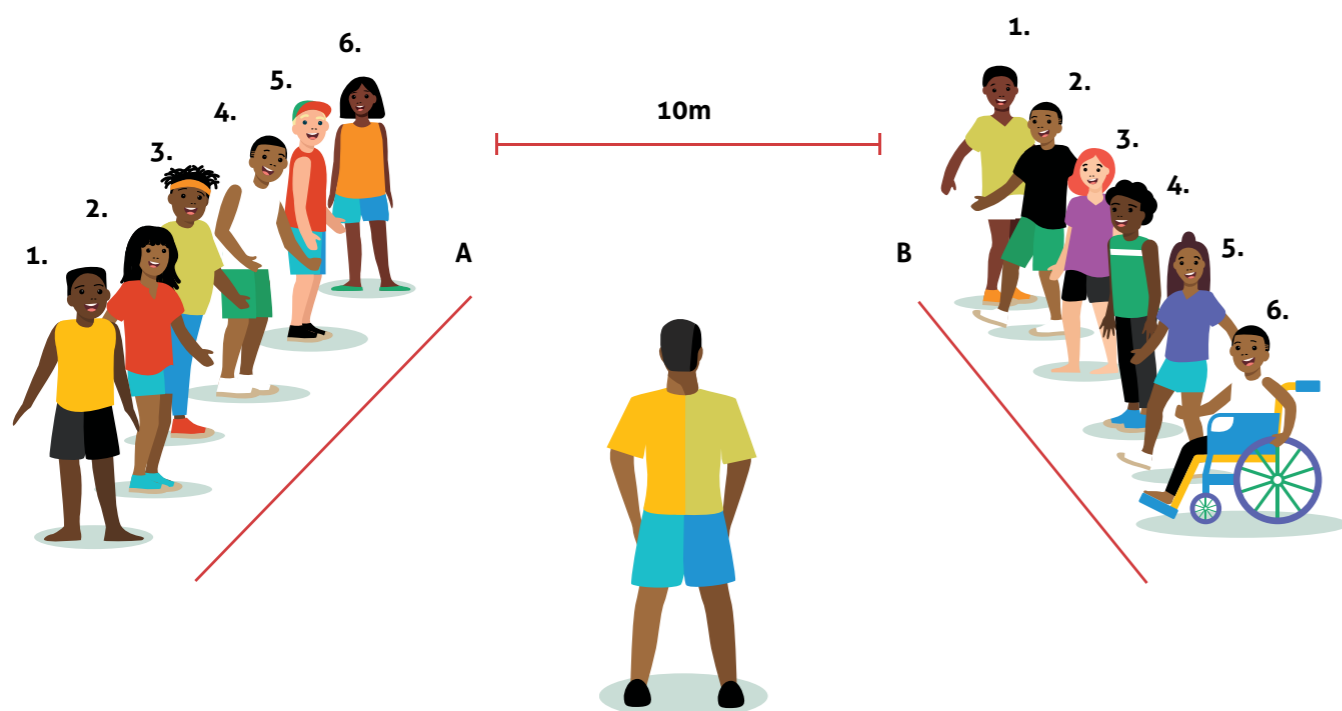
## 2. Line learners up 10 metres apart from their partner.

1<sup>st</sup> command: "Start" A starts **running on the spot** with fast arm movements and knees up-forwards.

2<sup>nd</sup> command: "Go" run to B as fast as you can with correct body posture. *See who is the fastest among Group As*

Repeat the same for Bs.

Each group runs at least 5 times in total.



## 3. Give a number for each learner:

Group A from 1 to the amount of half of the learner's total, i.e. 30 learners in class 1-15, Group B from 15-1, so each number is the same distance from each other.

Educator calls out a number and both learners with the same number must swap sides, see who can get there first.

Play this for about 5 minutes and make sure every number is called out at least 5 times.

PE TOPIC:

SPEED

PE4LIFE TOPIC:

LEADERSHIP

## 5. COOL DOWN

- Let learners **lead** simple cool-down stretching activities under your supervision.
- Give different learners the opportunity to lead one cool-down activity each.

## CLOSING CIRCLE

1. Ask the learners to reflect on the key lessons on speed and leadership they learnt during this session.
2. Let the learners reflect back on the leadership roles they played during the session.
3. Let the learners reflect on what role leaders or leadership plays in their daily lives.
4. Ask the learners to give you feedback on the session. What did they enjoy, what did they not enjoy?
5. Thank the learners, highlight and acknowledge specific individuals to build self-esteem.
6. Make any other announcements and close the session.

## SESSION 17

## GRADE 7

PE THEME:

GYMNASTICS

PE TOPIC:

RHYTHMICAL MOVEMENT WITH HAND APPARATUS

PE4LIFE TOPIC:

ALCOHOL ABUSE (SUBSTANCE ABUSE)

## PE OBJECTIVES

By the end of the session the learners must be able to:

- move hand equipment in different planes:
  - Frontal
  - Sagittal
  - Horizontal
- learn and apply ball skills with the use of rhythm (counting) then with music.

## PE4LIFE OBJECTIVES

By the end of the session learners should be able to:

- demonstrate an understanding of the dangers of alcohol abuse.
- identify the risks/dangers associated with using alcohol.

## KEY MESSAGES ON RHYTHMICAL MOVEMENT WITH HAND APPARATUS

- We live in a three-dimensional world and our bodies need to be able to move in all three dimensions.
- If the learners can improve their movement skills, they reduce the risk of injury and they are more likely to achieve their fitness and life goals.

The three movement planes are:

- a. **Sagittal Plane** – Cuts the body into **left** and **right** halves. **Forward** and **backward** movements.
- b. **Frontal Plane** – Cuts the body into **front** and **back** halves. **Side-to-side** movements.
- c. **Transverse Plane** – Cuts the body into top and bottom halves. **Twisting** movements.

- Rhythmical movement with hand apparatus forms part of gymnastics.
- Rhythmic gymnastics makes use of the manipulation of various hand apparatus such as balls, hoops, ribbons, etc.
- The learner can jump, leap or do any movement accompanied by music.
- Learners are encouraged to express themselves through movement.
- Rhythmical movement is ideal for developing flexibility, strength, as well as body coordination.



PE TOPIC:

RHYTHMICAL MOVEMENT WITH HAND APPARATUS

PE4LIFE TOPIC:

ALCOHOL ABUSE (SUBSTANCE ABUSE)

## KEY MESSAGES ON ALCOHOL ABUSE

- Alcoholism is a serious social challenge in the world. Namibia is no exception.
- The legal age to purchase and consume alcohol in Namibia is 18 years of age.
- Alcohol abuse can:
  - lead to antisocial and risky behaviour which can lead to young people not fulfilling their potential.
  - affect a person's mental and emotional health.
  - affect their physical health.
  - damage their relationships.
  - result in them living in poverty.
  - cause disease.
  - put their safety at risk.
  - lead to addiction and damage your future prospects.
- Risks of alcohol abuse include:
  - cirrhosis of the liver.
  - foetal alcohol syndrome (effect of alcohol on the unborn baby).
  - anxiety and depression.
  - a shortened concentration span.
  - drastic personality changes.
  - loss of personal integrity and self-esteem.
  - destruction of the family.
  - loss of career.



## OPENING TEAM CIRCLE

1. See steps in Chapter 4 – Connected PE – The Opening and Closing Circle
2. Introduce the learners briefly to the three basic movement planes.
3. Facilitate a **connected conversation** with and amongst the learners about **alcohol abuse**.
4. Possible leading questions:
  - a. Do you know anybody in your family or in your neighbourhood that has a problem with alcohol?
  - b. What do you think are some of the dangers of consuming alcohol?
  - c. Why do you think young people start to abuse alcohol?  
(Let the learners discuss in groups)
5. Let one learner per group summarise their discussions. Summarise by acknowledging their contributions and adding any key missing points. Do NOT lecture, rather use the contribution of the learners themselves as the basis for your brief input.

PE TOPIC:

RHYTHMICAL MOVEMENT WITH HAND APPARATUS

PE4LIFE TOPIC:

ALCOHOL ABUSE (SUBSTANCE ABUSE)

## WARM-UP



TIME: 8 to 10 minutes

## EQUIPMENT:

- Music system and the 'Chicken' dance music  
<https://www.youtube.com/watch?v=4xmV5uHWNag>



**NB:** If the school does not have a speaker or music system, a decent cell phone could do the trick. Children at this age love music so fundraising for a decent music system is highly advised. Involving the learners in planning and implementing fundraising events also achieves cross-curricular objectives.

## SET-UP:

Learners randomly spaced facing the educator.

## ACTIVITY: Teach a short and simple dance sequence with music.

1. Demonstrate the movements with music.
2. Try them with no music.
3. Practise a few times with music.

## On your own

- Bend elbows and arms, move "beaks" (pinching 4 fingers and thumbs together) 4 x. Keep your hands at chest level.
- Flap your "wings" (elbows next to your sides) 4 times to the music.
- Shake your "tail" (hips side to side and move up and down) 4 times. Keep your legs slightly apart.
- Clap your hands 4 times.

## Partners: Learners stand with feet slightly apart, holding hands and face one another.

- Sway from **right to left** while transferring weight from one side to the other.
- On the 3<sup>rd</sup> sway, whilst holding hands, turn back to back underneath the arms.
- Face the front. Both partners in straddle position: Sway to the inside, clap each other's hands then to the outside, inside and clap 3 x own hands and then clap the partner's hands on the 4<sup>th</sup> count.

**Continue sequence.** When the time signature changes and the music become faster, the movements must match the tempo of the music.



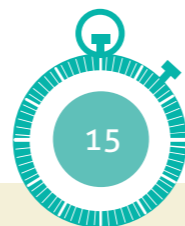
PE TOPIC:

RHYTHMICAL MOVEMENT WITH HAND APPARATUS

PE4LIFE TOPIC:

ALCOHOL ABUSE (SUBSTANCE ABUSE)

## MAIN PART 1



TIME: 15 minutes

EQUIPMENT: None

## SET-UP:

Arrange learners in a big circle, educator being part of the circle

## ACTIVITY 1: Learning to move in different planes: "Which plane is this?"

## 1. Stand with feet astride

## LEG MOVEMENTS

- Swing **left** leg across **right** leg
- Swing **right** Leg Across **left** leg
- Bend the **left** then the **right** knee, transferring your weight.

Educator asks the question: "In which plane are you?" (**frontal plane**)

## 2. Stand in lunge position

## ARM MOVEMENTS:

- Two arms forwards
- Two arms backwards  
(Alternating arms like a windmill)

Educator asks the question: "In which plane are you?" (**sagittal plane**)

## 3. Stand with feet apart

## BODY MOVEMENT:

- Open the arms sideways
- Twist your body left and right

Educator asks the question: "In which plane are you?" (**transversal plane**)

## ACTIVITY 2:

## MAIN ACTIVITY WITH BALL IN HAND

1. **Swings:** Hold ball with both hands
  - With L and with R hand alternatively
  - Sideways (**frontal plane**)

PE TOPIC:

RHYTHMICAL MOVEMENT WITH HAND APPARATUS

PE4LIFE TOPIC:

ALCOHOL ABUSE (SUBSTANCE ABUSE)

- Try same activities with distribution of weight from L and R leg
- Swing ball forwards and backwards with R and alternatively with L hand
- Change ball in front of the body from R to L hand
- In figure of 8, pass ball from left to right hand in front of body

## 2. Throws and catches

Sagittal plane with both hands

- Throw and catch (Bend knees on catching the ball then stretch when releasing the ball)
- Throw – clap hands – catch
- Throw – clap 3x – catch
- Throw – turn around – catch
- Throw – touch ground – catch
- Swing arm with ball in hand back forwards and throw
  - With strong hand – catch with two hands
  - With strong hand – catch with same hand
  - With strong hand – catch with other hand, alternating

In **frontal** plane arms sideways

- Catch and throw with same hand
- Throw from one hand to the other
- Do the same and follow ball with your eyes
  - Add extra activities involving thinking:**
  - Count backwards: 20,18,16,14,12,10,8,6,4,2,0
  - Try this while balancing on the tip of your toes on one leg
  - Now count backwards in twos while you throw and catch the ball
  - Now try to count in threes backwards

## 3. Try With a Friend

- Throw and catch with partner
- Throw and catch with two hands (Underarm throw)
- Throw with strong hand, catch with both hands.
- Throw clap catch.
- Throw clap catch balancing on one leg
- Try your best! How many times can you throw without lowering your foot or losing the ball?

Before moving on to the next activity, let some learners place their fingers on the ball while others observe. Let the learners run around the ball, keeping their finger on the ball, as fast as they can for about 60 seconds. Instruct the learners to attempt some of the exercises above. Relate their performance to the impact of alcohol on the body. Let them share how they feel. Let the observers reflect on what they saw. Reflect briefly on the abuse of alcohol.

PE TOPIC:

RHYTHMICAL MOVEMENT WITH HAND APPARATUS

PE4LIFE TOPIC:

ALCOHOL ABUSE (SUBSTANCE ABUSE)

## MAIN PART 2



TIME: 12 to 15 minutes

## EQUIPMENT:

- Multipurpose balls



## SET-UP:

Learners line up in facing rows, 2 learners sharing one ball

ACTIVITY: Put a sequence of different swings and throws together and show your friend

1. Swing hands in front of body x 2.x
2. Swing **right** hand forwards – backwards – change into **left** hand.
3. Throw and catch in front of body 4 times!
4. Throw with **right** hand sideways over your head and catch with **left** hand.
5. Repeat sideways.
6. Repeat these movements in one sequence.
7. Try this with music.
8. Try this with your eyes closed.

Repeat the "Alcohol Abuse" exercise from Main Part 1 above with different learners. Reflect on this final exercise in the **closing team circle**.

## 5. COOL DOWN

Divide learners into smaller groups with 4 or 3 balls per group.

1. Pass the ball to your left.
2. Pass the ball to your right.
3. Make the circle bigger.
4. Throw – catch – throw – catch.

Work in synchronised action on command!

**Challenge:** Which group can do the most catches without making a mistake?

PE TOPIC:

RHYTHMICAL MOVEMENT WITH HAND APPARATUS

PE4LIFE TOPIC:

ALCOHOL ABUSE (SUBSTANCE ABUSE)

## CLOSING CIRCLE

1. Let the learners recall what they learnt about different movement planes during the session.
2. Reflect again on the "Spin around the ball" exercise. Let the learners discuss in groups and provide feedback.
  - a. How did it feel?
  - b. What can they do to avoid abusing alcohol as adults?
3. Recap the key messages on alcohol abuse. Let the learners share, do NOT lecture.
4. Let the learners reflect on how alcohol abuse can impact on their daily lives.
5. Let the learners do a short role-play in groups showing:
  - a. somebody trying to influence them to try alcohol and how they responded.
  - b. a risk of alcohol abuse, e.g. a car accident, violence in the home, poverty, etc.
 (Allow for the creativity of the learners.)
6. Ask the learners to give you feedback on the session. What did they enjoy, what did they not enjoy?
7. Thank the learners, highlight and acknowledge specific individuals to build self-esteem.
8. Make any other announcements and close the session.

**NOTE TO EDUCATOR:** This lesson could easily be spread over two lessons. Do not rush the "closing team circle."

## SESSION 18

GRADE 7

PE THEME:

GAMES

PE TOPIC:

RACES AND RELAYS

PE4LIFE TOPIC:

TIME MANAGEMENT

## PE OBJECTIVES

By the end of the session the learners must be able to:

- participate in races and relays.
- demonstrate an understanding of the concept of relays and races.
- use basic ball skills in a competitive situation.

## PE4LIFE OBJECTIVES

By the end of the session learners should be able to:

- demonstrate an understanding of how to manage their time effectively.
- identify ways to prioritise what they spend their time on.

## KEY MESSAGES ON RACES AND RELAYS

- A relay is an activity where members of a team take turns completing a certain action. Normally, teams are competing for all members to complete the task first.
- A race is a competition to see who can reach the given finish line or finish an activity fastest.
- Races and relays are part of the senior primary PE syllabus as they both promote healthy competition as well as motivate learners to participate in PE.
- Relay races encourage teamwork as the relay team has a common goal to achieve.
- The spirit of competition teaches children the importance of taking a healthy risk instead of only doing activities that they are comfortable with.
- When learners race against one another, it also allows their fellow learners to cheer them on.
- Races, as well as relays, have many health benefits, such as improved cardiovascular health, an increased metabolism, improved muscle strength, etc.

## KEY MESSAGES ON TIME MANAGEMENT

- "Time management" is the process of organising and planning how to divide your time between specific activities.
- Educators must enforce good time management from the start as it is an important life skill.
- Good time management allows you to accomplish more in less time.
- Good time management lessens stress as well as pressure felt by upcoming due dates.
- The benefits of good time management include:
  - greater productivity and efficiency.
  - less stress.
  - greater opportunities to achieve important life and career goals.
  - more time to relax.



PE TOPIC:

RACES AND RELAYS

PE4LIFE TOPIC:

TIME MANAGEMENT

- Bad time management results in:
  - missed goals.
  - inefficient workflow.
  - poor work quality.
  - higher stress levels.
- Tips to overcome bad time management and start forming good habits would be to stop procrastinating, prioritise the workload, learn not to take on more than you can handle, and ensure your mental health is taken care of.

## TIPS: HOW TO INTEGRATE "TIME MANAGEMENT" INTO THE SESSION.

Time management can be integrated into every aspect of a PE4Life session. During this session, use every opportunity to make the learners aware of time. As part of your inclusion strategy, learners who are not able to participate in the relay activities can be responsible for keeping time. Announce the time for each activity and make sure that the learners stick to the time allocation. Reflect when possible on how the time management could have been improved.



## OPENING TEAM CIRCLE

1. See steps in Chapter 4 – Connected PE – The Opening and Closing Circle
2. Introduce the PE topic by asking the learners if they know what relays are. Explain briefly what relay activities are and that they will be doing a few relay activities during the session.
3. Facilitate a **connected conversation** about **time management**.
4. Possible leading questions:
  - a. Why is time important in your daily life?
  - b. What are some of the activities in your daily life that you **MUST** be on time for?
  - c. What are the consequences if you are not on time for these activities?
  - d. How do you ensure that you are on time?

PE TOPIC:

RACES AND RELAYS

PE4LIFE TOPIC:

TIME MANAGEMENT

## WARM-UP



TIME: 8 to 10 minutes

## 1. Run – stop – stretch mobility warm-up activity:

Run on the spot at a medium speed with your knees up for 15 seconds. When the educator calls out "stretch", stop and follow the activity demonstrated by him/her. Each mobility stretch activity is repeated 10 x. When the educator shouts out "run", continue the activity. Let a learner help with keeping time.

- Arms circles forwards
- Arms circles backwards
- Arm swings sideways (left and right)
- Cross arms in front of the body and open sideways
- Side bends with one arm, one arm down
- Squat standing touch the ground then forward bend with knees straight touch the ground alternating.

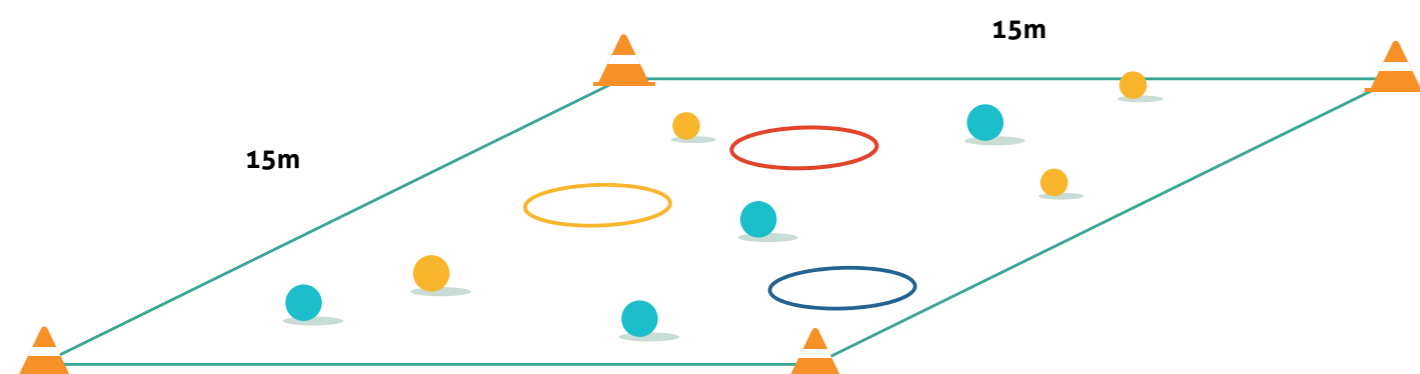
## 2. STUCK IN THE MUD

## EQUIPMENT:

- 4 beacons to mark playing area, 3 hoops or ribbons for taggers and 8 balls



SET-UP: Spread learners out in an about 15x15 metre-sized playing area



PE TOPIC:

RACES AND RELAYS

PE4LIFE TOPIC:

TIME MANAGEMENT

## ACTIVITY: Tag Game

Three taggers (●) are identified with a red ribbon or hula hoop in their hand. They stay on for 30 seconds and count how many people they can tag during the given time. The best number is announced at the end of each period of 30 seconds. The person who was tagged must stop (stuck) with their legs wide open (straddle stand) and with arms out (arms sideways) and wait until someone picks up a ball from the ground and rolls it between their legs to set them free.

After 30 seconds, choose 3 other taggers from those who have managed to get more people out from being "stuck". Play several rounds and announce the ultimate winner. Once again, let a learner keep time, and count down from 5 seconds remaining and then they must call loudly STOP!!!

## MAIN PART 1



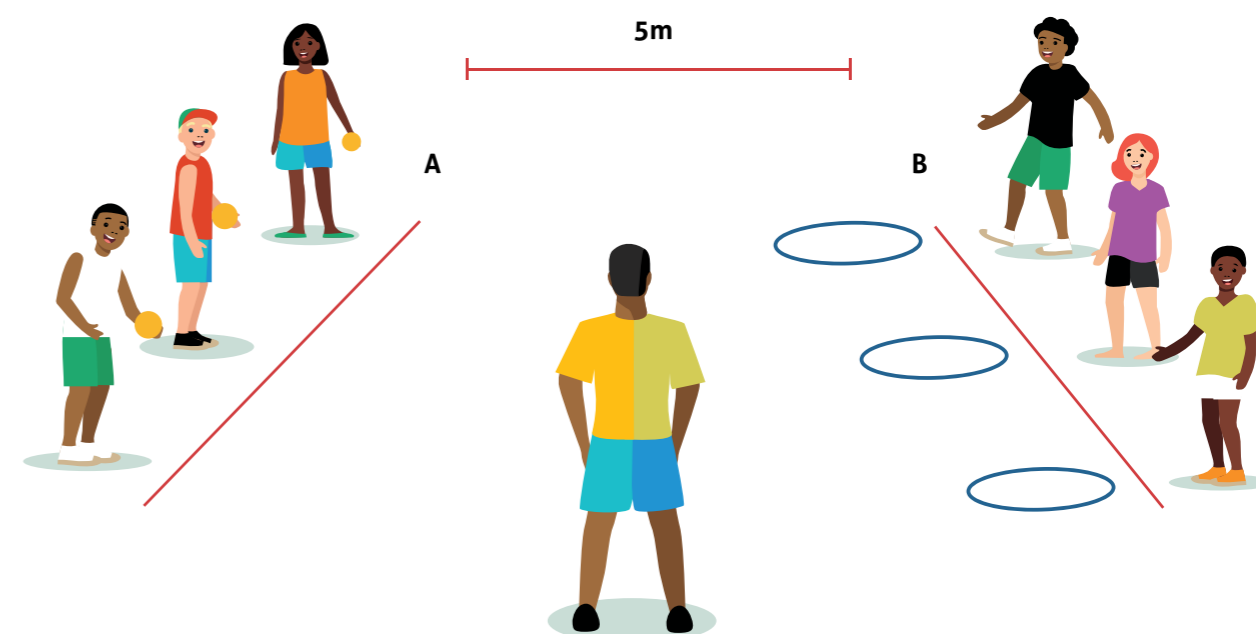
TIME: 12 to 15 minutes

## Equipment:

- 1 ball + 1 hula hoop per pair of learners.



## SET-UP:



PE TOPIC:

RACES AND RELAYS

PE4LIFE TOPIC:

TIME MANAGEMENT

MAIN PART  
(CONTINUED)**ACTIVITY: Shuttle run with ball in hands**

This is a race between all learners in Group A, each start with a ball in their hands.

Educator calls: "On your mark – get set – go". All A-learners run, B-players cheer for their partner.

1. Run to B with the ball in their hands and put the ball into the hoop in front of B.
2. Run back to their starting point, touch the line.
3. Run back to B to fetch the ball from the hoop.
4. Run back to the line, touch it with the ball.
5. Run to B with the ball in their hands and put the ball into the hoop in front of B, then move behind learner B and raise their one arm to indicate they have finished their 5 shuttle runs.

After announcing the winner of this round, switch roles. B-players must walk to the other side and stand behind the line with the ball in their hands.

Repeat this game 2 more times for each group.

## MAIN PART 2

**EQUIPMENT:**

- 1 ball per group, lines or beacons to mark starting and finishing point
- Cell phones for timekeeping

**SET-UP:**

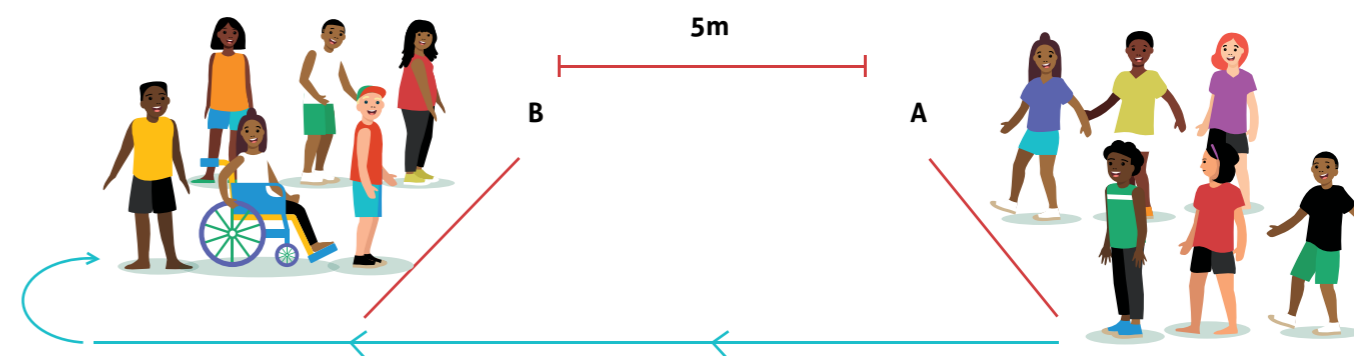
Groups of 7 or 8 learners behind line A and B facing each other. Assign 2 learners to keep time. (Rotate the timekeeping duties.)

PE TOPIC:

RACES AND RELAYS

PE4LIFE TOPIC:

TIME MANAGEMENT

**ACTIVITY :**

Learners do relays with basic balls skills described below.

Each learner goes once, starting from Line A, then joining the end of Line B. Always start where there are more learners (i.e., Group A)!

When all learners are on the other side, announce the winner between the groups. Depending on the number of learners in the class, you can have up to 4 groups.

Repeat each type of activity at least 3 times. Before you do round 2, let the groups plan a strategy to improve their performance.

If you have 4 groups, the winner gets 4 points, the 2<sup>nd</sup> place 3 points, the 3<sup>rd</sup> place 2 points and the 4<sup>th</sup> 1 point.

In the end, the winning team is the one that has received the most points...

- Run with the ball in your hand then place it into the next player's hands.
- Run while catching and throwing the ball.
- Pass the ball from your chest across to the other side then run and stand at the end of the opposite line of learners.
- Run while bouncing the ball with your right hand.
- Run while bouncing the ball with your left hand.
- Dribble the ball with your feet, touch the hands of the next player to get them to go.

PE TOPIC:

RACES AND RELAYS

PE4LIFE TOPIC:

TIME MANAGEMENT

## 5. COOL DOWN

Make a circle in your own group (7-8 learners in one group).

Each group to have 4 balls. Start with one learner with a ball, next learner without a ball.

On educator's command, pass the ball to your right. Work in sync. See which team can pass the balls without dropping them. Do this slowly at first, then pick up the tempo. Try the same, but this time pass the ball to the left.

## CLOSING CIRCLE

1. Review the key messages from the session.
2. Reflect on what they learnt about working in relay teams.
3. Let the learners reflect on time management. Were they able to stick to the times for the activities?
4. Let the learners discuss in groups how they will improve their time management.
5. Ask the learners to give you feedback on the session. What did they enjoy, what can be improved?
6. Thank the learners, highlight and acknowledge specific individuals to build self-esteem.
7. Make any other announcements and close the session.

## SESSION 19

GRADE: ANY GRADE IN THE SENIOR PRIMARY PHASE

PE THEME:

CROSS-CURRICULAR OUTCOMES

PE TOPIC:

GAMES

PE4LIFE TOPIC:

FINANCIAL LITERACY

## PE OBJECTIVES

By the end of the session the learners must be able to:

- learn about financial literacy through play and fun activities.

## PE4LIFE OBJECTIVES

By the end of the session the learners must be able to:

- explain the role that finance plays in their lives.
- explain the importance of saving.
- demonstrate a basic understanding of financial planning, such as budgeting and saving.
- explain the importance of making good financial decisions.

## KEY MESSAGES ON GAMES

Children in the senior primary phase learn best through play and interacting with each other. Children also like to role-play and imitate others. In this session, the educator is bringing across important messages about financial literacy through games and role-play.

## KEY MESSAGES ON FINANCIAL LITERACY

- Children should learn basic financial literacy from a very young age. They should develop good financial habits which could have a long-term positive impact on the lives of the children.
- "Financial Literacy" is the ability of the learners to make informed decisions about money and to manage and take care of money.
- Introduce the learners to how to manage their personal finances. This involves the following:
  - Planning – Set simple financial goals. E.g. I would like a new cell phone, or a bicycle. What does it cost?
  - Budgeting – Set medium- to long-term financial goals. What do you need for the month, what does it cost, where you will get the income? Calculate your annual budget. Add items that you must save for.
  - Saving – At this age, the learners should be encouraged to open a savings account at a bank. Guide them to complete the process online and to choose the correct options depending on their goals. They must understand that longer-term savings yield more interest and normally costs less in admin fees as opposed to short-term transactional accounts. Let the learners do online research on different products from different banks and report back to the class.



PE TOPIC:

GAMES

PE4LIFE TOPIC:

FINANCIAL LITERACY

## KEY MESSAGES ON FINANCIAL LITERACY (CONTINUED)



- Making financial decisions – Beginning to understand the value of things. It may seem daunting for senior primary phase learners, but they must begin to have an appreciation for the financial situation of their family.
- Learners must start to learn about making good choices and distinguishing between wants and needs. They must understand that they cannot make unreasonable demands for expensive items if their parents have other priorities. At this age the teenagers and pre-teenagers are becoming familiar with advancing technology and desire expensive “gadgets”.
- Simple bookkeeping – Keeping simple financial records, e.g. at this age most learners have become familiar with computers. Let them keep a simple spreadsheet in which they record their income and expenditure.
- Learners should learn to set simple financial goals. E.g. What would they like for Christmas, what does it cost, how are they going to get the money to buy the item they want? (Monthly saving may not be a realistic strategy if they do not get pocket money. They may have to think of a variety of sources in their planning.)
- A broad aim of this session on financial literacy is that we want the children to live an adult life free of poverty and be able to enjoy the basic pleasures in life such as a good education, travel and leisure. To achieve these long-term goals requires them not only to plan but to find ways to mobilise resources and/or generate additional income. Again, without going into too much detail, introduce learners to the basics of entrepreneurship, i.e., that they can offer services to others at a cost, e.g. buying something at the shop, cleaning or selling sweets, pencils, etc.
- They can also raise money as a class, e.g. for excursions or equipment.
- Children must be introduced to the notion of becoming financially self-reliant and not depending on handouts.

## TIPS: HOW TO INTEGRATE

PE lessons provide numerous opportunities to refer to financial concepts, such as money, numbers, the value of items, etc. E.g. count your pulse over 20 seconds before a physical activity, count it again after the activity. Did it increase? By how many? What do you think this hoop costs? Can you find out? Do we have enough hoops for our activities? If we buy 5 more, how much will it cost?

It is also recommended that the educator involves the learners in fundraising events to raise money to buy extra equipment, e.g. balls, hoops, ropes, a music system. The learners must take responsibility for planning and implementing a fundraising activity, e.g. selling sweets, with the supervision of the educator.



PE TOPIC:

GAMES

PE4LIFE TOPIC:

FINANCIAL LITERACY

## OPENING TEAM CIRCLE

1. See steps in Chapter 4 – Connected PE – The Opening and Closing Circle
2. Possible leading questions:
  - a. Who would like some money? (Take a few notes out of your wallet and show them.)
  - b. Ask one of the learners who indicated they want money how much money they want from you?
  - c. Why do you need that amount of money?
  - d. Who gets pocket money from your parents?
  - e. Do you have to earn your allowance?
  - f. Who does not get an allowance?
  - g. Who saves some money? How do you save, why are you saving?

Have a **brief connected conversation** about financial literacy using the key messages as a guideline.



PE TOPIC:

GAMES

PE4LIFE TOPIC:

FINANCIAL LITERACY

WARM-UP



TIME: 10 – 12 minutes

## EQUIPMENT:

- Cones
- pictures of various Namibian notes. One per learner. (Preferably laminated, since they will be used a few times.)



PE TOPIC:

GAMES

PE4LIFE TOPIC:

FINANCIAL LITERACY

SET-UP: Mark out an area of about 20m X 10m with cones.

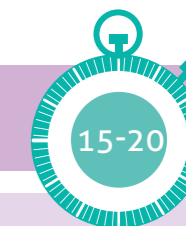
## ACTIVITIES:

The educator blows the whistle and learners walk at a normal pace around the edge of the marked-out area.

The educator blows the whistle, calls out an amount of money, learners move inside the marked-off area and form groups to try to make up that amount of money or get as close as they can.

Step outside the area, start walking again, this time pick up the pace slightly.

Repeat a few times.

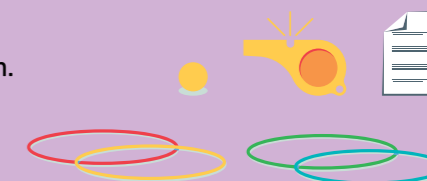


## ACTIVITY 1: Generating income

TIME: 15 to 20 minutes

## EQUIPMENT:

- 12 Hoops of 3 colours each, e.g. 4 yellow, 4 red, 4 green.
- Use the NAD 50, 100 and 200 from the previous exercise.
- One tennis ball per team.
- 4 members of the class are the bankers/referees. 1 per team.
- Whistles
- Score sheets
- Clipboards





PE TOPIC:

GAMES

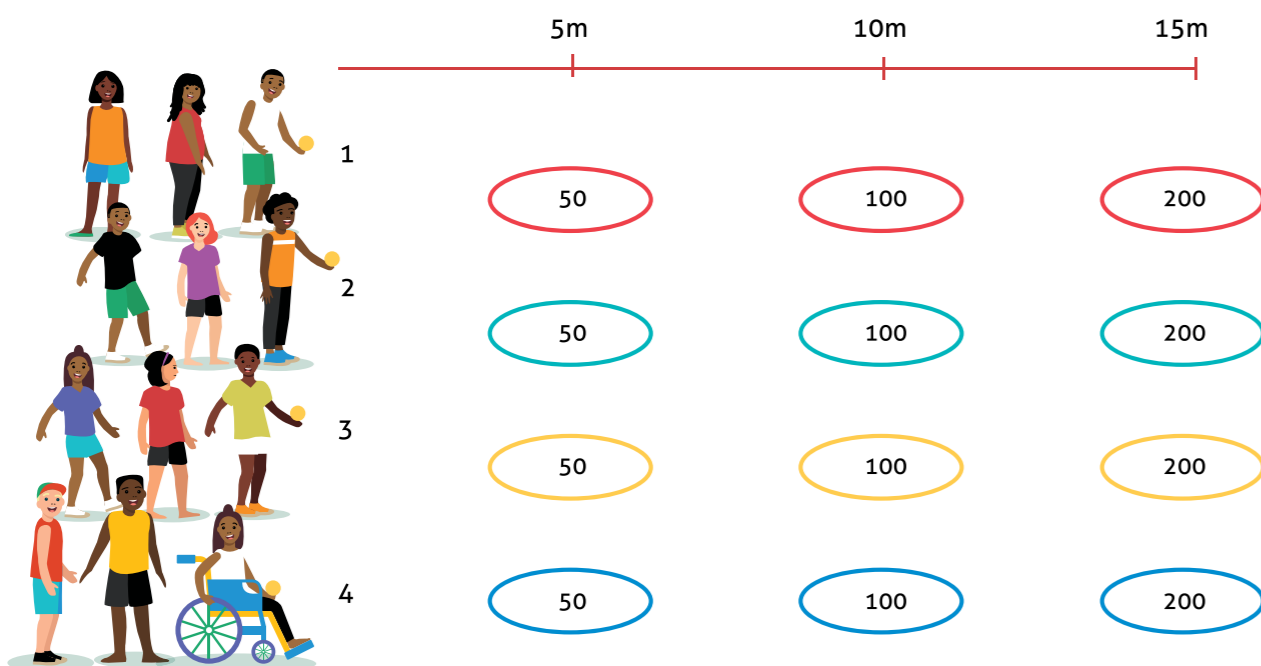
PE4LIFE TOPIC:

FINANCIAL LITERACY

WARM-UP  
(CONTINUED)

## SET-UP:

Divide the class into 4 teams. Hoops are spread on the ground at different distances from the team, 5m, 10m and 15m, e.g. green hoops 5m, value NAD 50. Yellow hoops 10m, value NAD 100, red hoops 15m, value NAD 200. (The educator may vary the distances to increase or decrease difficulty.)



## ACTIVITIES:

1. Explain to the teams that they will now have the opportunity to "earn" money by tossing balls into the hoops. Place hoops at three different distances from the baseline as per the diagram below. Each hoop is assigned a value. The higher the level of difficulty, the higher the reward.
2. The objective of the game is for the team to accumulate as much money as possible.
3. Each team member lines up behind the baseline, each team is assigned a referee.
4. Each team member is allowed one toss into a hoop of his/her choice as a practice.
5. Once they have had their practice round, the teams must "budget" how much money they want to earn. This must be recorded by the "referee" (predicted earnings)
6. Player 1 of each team tosses the ball into a hoop of their choice, runs to retrieve the ball, then tosses the ball back to the next player in line, and runs to the opposite side of the area.
7. If the ball landed inside the hoop, the referee will hand the team member the appropriate amount of money.

PE TOPIC:

GAMES

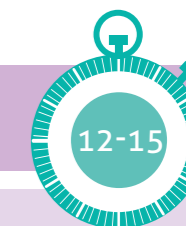
PE4LIFE TOPIC:

FINANCIAL LITERACY

8. Once all the team members have had a turn, they must count the amount of money they collected. (The referee must announce the "earnings" of each team and compare this to their "predicted earnings".)
9. They will have a 2<sup>nd</sup> opportunity to "earn" money but this time they must plan a strategy.
10. Once again, they must predict their earnings.
11. After their 2<sup>nd</sup> turn, they must count their money again.
12. Find out from the teams:
  - a. How much money did each team collect in round 1, round 2, in total?
  - b. Did you improve your income in round 2 or not?
  - c. Why do you think you improved or not?
  - d. What are you as a team going to do with your money?
  - e. Did you manage to reach the target set by yourselves? Why?

(The educator must draw out lessons related to financial literacy such as planning, communication, teamwork, etc)

## ACTIVITY 2: Saving



TIME: 12 to 15 minutes

## EQUIPMENT:

- Printed pictures of Namibian notes (An even number of notes must be used.)

## SET-UP:

Use the same marked out area used in the warm-up activity. Each learner gets a note.

## ACTIVITIES:

1. Learners walk around the area.
2. When the educator blows the whistle, they must find a partner with the same amount of money.
3. After each round ask a different set of questions and take some feedback. Each time they must find a different partner.

Round 1 – What can you buy that you need with the money you received? What can you buy if you add your money to that of your partner?

Round 2 – Discuss with your partner. Why is it important for us to save? How can we save our money?

Round 3 – How can we as children make our own money?

PE TOPIC:

GAMES

PE4LIFE TOPIC:

FINANCIAL LITERACY

CLOSING CIRCLE

1. Ask the learners to reflect on what they learnt about managing money.
2. Ask a few learners to reflect on their plans. What action will they take after this session? E.g. open a savings account. (The educator should record these plans, even if only a few learners commit. After a few weeks, check whether they implemented their plans and ask them to give feedback to the class.)
3. Ask the learners to reflect on how money impacts on their daily lives.
4. Reflect on the key messages briefly without becoming too technical and boring the learners with information.
5. Ask the learners to give you feedback on the session. What did they enjoy, what did they find difficult?
6. Close the session, make any announcements, confirm time of next session, etc.

SESSION  
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## SESSION 20

GRADE: ANY GRADE IN THE SENIOR PRIMARY PHASE

PE THEME:

CROSS-CURRICULAR OUTCOMES

PE TOPIC:

MOVEMENT SKILLS AND FOOTBALL

PE4LIFE TOPIC:

HIV/AIDS



## PE OBJECTIVES

By the end of the session the learners must be able to:

- experience different body movements e.g. running, balanced standing, flapping your arms, etc.

## PE4LIFE OBJECTIVES

By the end of the session learners should be able to:

- explain what HIV/AIDS is.
- explain some of the facts relating to how people get HIV/AIDS.
- explain how to prevent getting HIV/AIDS.

## KEY MESSAGES ON HIV/AIDS

At this age, the topic of HIV/AIDS should be dealt with sensitively, but it remains a very important topic for children. A parent or family member may test positive for HIV/AIDS and this will impact on the family life. Similarly, a child may test positive. The key messages that learners in the senior primary phase should be aware of are the following:

- **What is HIV?**  
HIV (human immunodeficiency virus) is a virus that attacks the immune system. The immune system becomes weaker, making it harder for the body to fight off infections and some kinds of cancers. Most people who are diagnosed early and take medicines for HIV can live long, healthy lives.
- **What is AIDS?**  
AIDS (acquired immune deficiency syndrome) happens after someone has had HIV for many years. In AIDS, the immune system is severely weakened. Serious infections and health problems happen.  
(Note to educator: The terms HIV and AIDS are quite well known. (At this age it is not really necessary for them to know exactly what the acronym stands for.)
- **How do people get HIV?**  
HIV spreads when infected blood or body fluids (such as semen or vaginal fluids) enter the body. This can happen:
  - during sex.
  - through sharing needles.
  - by getting stuck with a needle with an infected person's blood on it.
 HIV also can pass from mother to child during pregnancy, childbirth or breastfeeding.

SESSION  
20

PE TOPIC:

MOVEMENT SKILLS AND FOOTBALL

PE4LIFE TOPIC:

HIV/AIDS

## KEY MESSAGES ON HIV/AIDS (CONTINUED)

- **HIV is NOT spread through:**
  - pee, poop, spit, throw-up, or sweat (as long as no blood is present).
  - coughing or sneezing.
  - holding hands.
  - sharing eating utensils or drinking glasses.
- **What are the symptoms?**
  - fever
  - swollen glands
  - painful ulcers
  - headache
  - rash
  - muscle and joint pain



The topic will be dealt with in more detail in higher grades. This should suffice for the senior primary phase.

## TIPS: HOW TO INTEGRATE THE TOPIC OF "HIV/AIDS" INTO THE SESSION

The sessions below are a few of many examples as to how HIV/AIDS can be integrated into PE4Life sessions. The key point is to link messaging to games and fun activities and not have serious discussions with the learners at this age. It is possible that learners may share information during the opening session about a family member living with AIDS or passing on. It would be best to arrange individual counselling sessions should this occur.



## OPENING TEAM CIRCLE

1. See steps in Chapter 4 – Connected PE – The Opening and Closing Circle
2. Possible leading questions:
  - a. Who can explain what HIV/AIDS is?
  - b. Can you explain how one gets HIV/AIDS?
  - c. How can we prevent getting HIV/AIDS?

PE TOPIC:

MOVEMENT SKILLS AND FOOTBALL

PE4LIFE TOPIC:

HIV/AIDS

## WARM-UP



TIME: 8 to 10 minutes

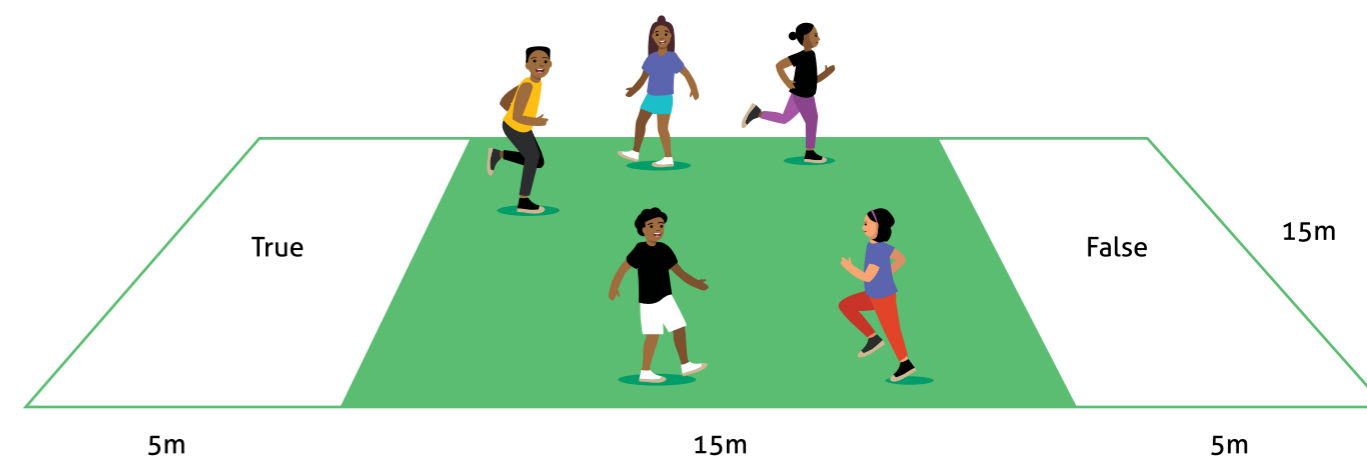
## EQUIPMENT:

- Cones
- red ribbon or tape
- 3 green hoops



## SET-UP:

- Mark out an area in the shape of a football pitch with cones, 15m X 20m
- Place 3 hoops in the area with the following written on cardboard inside each hoop:
  - a. clinic
  - b. safety gloves
  - c. knowledge



PE TOPIC:

MOVEMENT SKILLS AND FOOTBALL

PE4LIFE TOPIC:

HIV/AIDS

WARM-UP  
(CONTINUED)

## ACTIVITY:

- (i) Educator assigns one of the learners as the tagger.
- (ii) When the educator blows the whistle, the tagger (representing an HI virus) starts chasing the rest of the learners (healthy cells).
- (iii) Once a tagger touches a person (healthy cell) they must join hands and try to catch (infect) another person (cell). Once there are 4 learners joined, they must break into 2 groups of 2 and carry on chasing other healthy cells.
- (iv) Cells can stop in a "safe house": one of the 3 hoops on the ground. Inside the hoop learners must be doing movements (e.g. balance stand on one leg, run on the spot, flap your arms. When they in the hoop they cannot be touched. (message – movement keeps your body healthy and helps to protect you).
- (v) When another learner jumps into the hop then you must leave.
- (vi) Play for about 3 to 5 minutes and see how many healthy cells are still remaining.

## MAIN PART 1



TIME: 12 to 15 minutes

## EQUIPMENT:

- Cones
- footballs (at least 5)



## SET-UP:

- Use the same marked-out area as for the warm-up.
- The area in the middle is known as the "Mixed Zone" One side of the area is the "true" area, the other the "false" area as per the sketch below.

## ACTIVITY:

- (i) Players dribble balls in the "mixed zone". They must pass the ball to each other; males must pass to females and vice versa.
- (ii) The educator, standing outside the area, monitors that they are passing to different genders and gives advice on how they should pass the ball. (This is not a competition so they must pass gently to each other while constantly moving.)

PE TOPIC:

MOVEMENT SKILLS AND FOOTBALL

PE4LIFE TOPIC:

HIV/AIDS

- When the coach blows the whistle, everybody must stop like a statue.
- The educator reads a statement. Each learner must decide whether that statement is **true** or **false**.
- Give them a few seconds to decide, blow the whistle. They must run to the appropriate side of the area, leaving the balls behind. Encourage the learners to think and make their own decisions and not just follow their friends.
- After the learners reach the respective areas, repeat the question and now give the answer and a short explanation.
- The learners who got the answer wrong must dance for a few seconds or do any other movement of their choice.

## STATEMENTS (YOU MAY ADAPT THE STATEMENTS AS YOU DEEM FIT)

- (i) HIV and AIDS are the same things. (False)
- (ii) HIV is a virus ("germ" may be a more familiar term for the children). (True)
- (iii) You can get HIV if you hold somebody's hand. (False)
- (iv) HIV can be passed from a mother to a child when the mommy is pregnant. (True)
- (v) You cannot spread HIV through coughing or sneezing. (True)
- (vi) You can get HIV/AIDS if you share somebody's water bottle. (False)
- (vii) Coughing a lot is a symptom of HIV. (False)
- (viii) Headaches are a symptom of HIV. (False)

## MAIN PART 2



TIME: 12 to 15 minutes

## EQUIPMENT:

- Balls
- cones



## SET-UP:

Use the same marked out area.

## ACTIVITIES:

- (i) 2 or 3 learners are the catchers, they represent the virus.
- (ii) The rest of the class represents your family, your friends, your teammates.
- (iii) The family and friends' team has about 3 balls amongst them. These balls protect them from the virus. Whoever holds a ball cannot be caught.
- (iv) Once a catcher touches a player without a ball, he/she is out of the game.
- (v) The game ends when there are only 3 learners left with balls.

PE TOPIC:

MOVEMENT SKILLS AND FOOTBALL

PE4LIFE TOPIC:

HIV/AIDS

## 5. COOL DOWN

This was quite a strenuous session so choose a suitable cool-down session consisting of easy stretches and slow walking.

## CLOSING CIRCLE

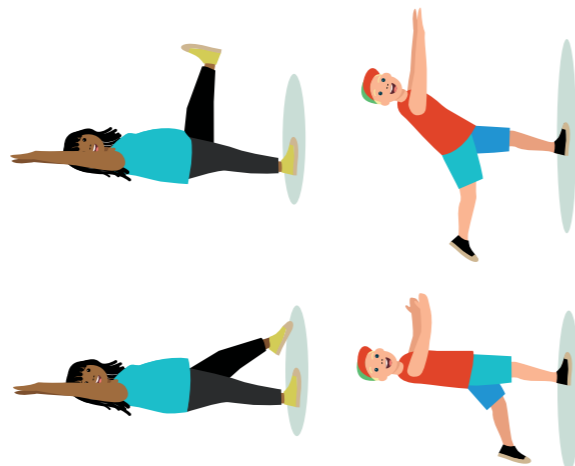
1. Review the session outcomes. Ask the learners to tell you what they learnt about movement.
2. Ask the learners to share what they learnt about HIV/AIDS.
3. Ask the learners to reflect on how HIV/AIDS can impact on their daily lives, let them share any experiences.
4. Ask the learners to give you feedback on the session. What did they enjoy, what did they find difficult?
5. Close the session, make any announcements, confirm time of next session, etc.



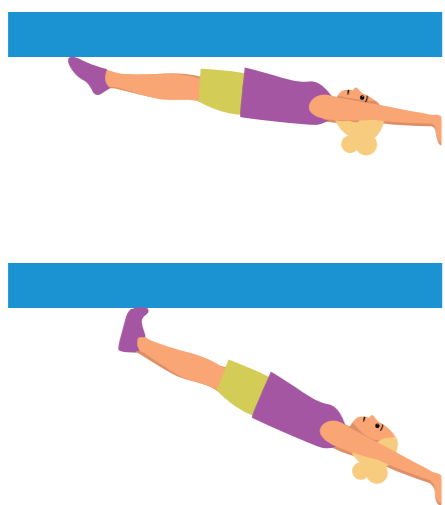
1. ON THIN MATS  
(ROCK 'N ROLL IN TUCK POSITION)



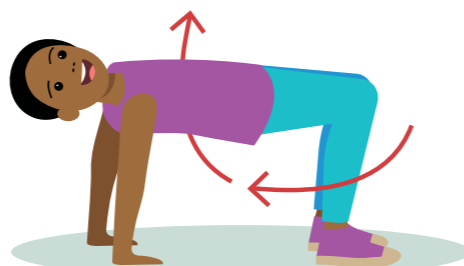
2. BALANCE STATION



3. AT THE WALL:  
REVERSED HANDSTAND POSITION



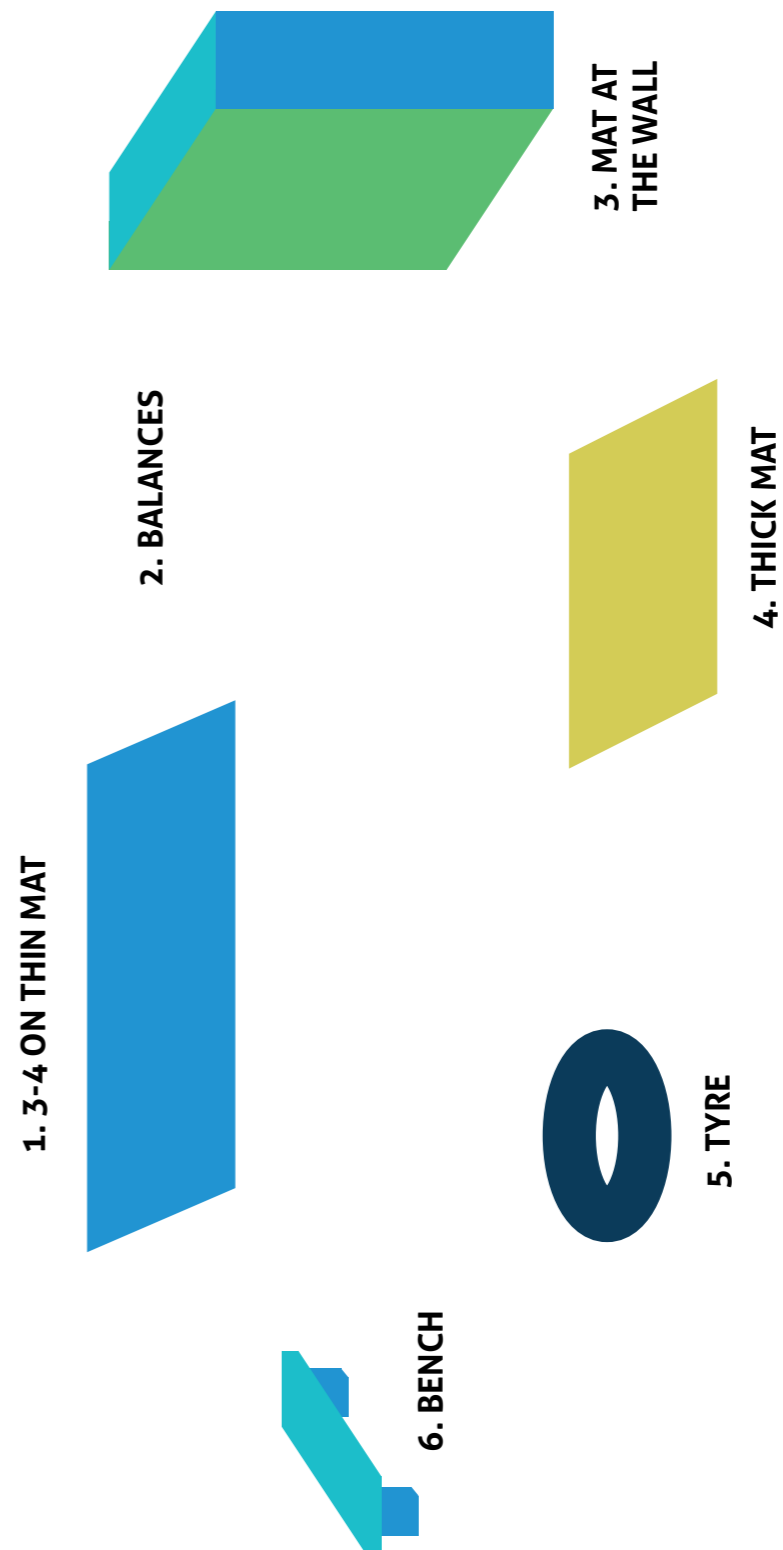
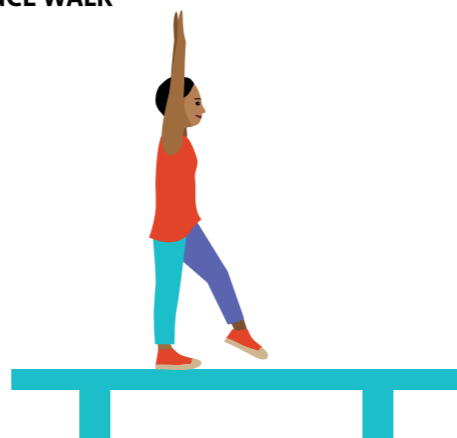
4. ON THICK MAT:  
BABY BRIDGE POSITION (REVERSED PUSH-UP HOLD)



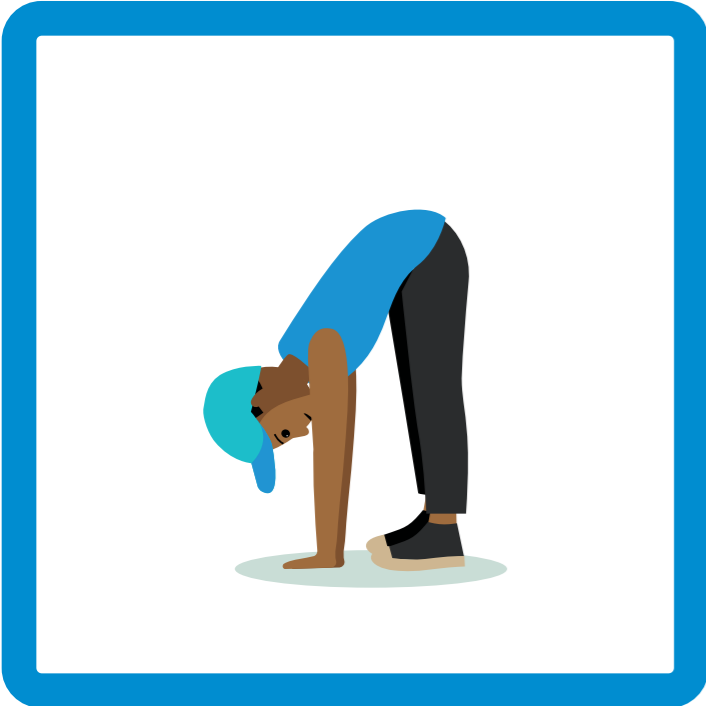
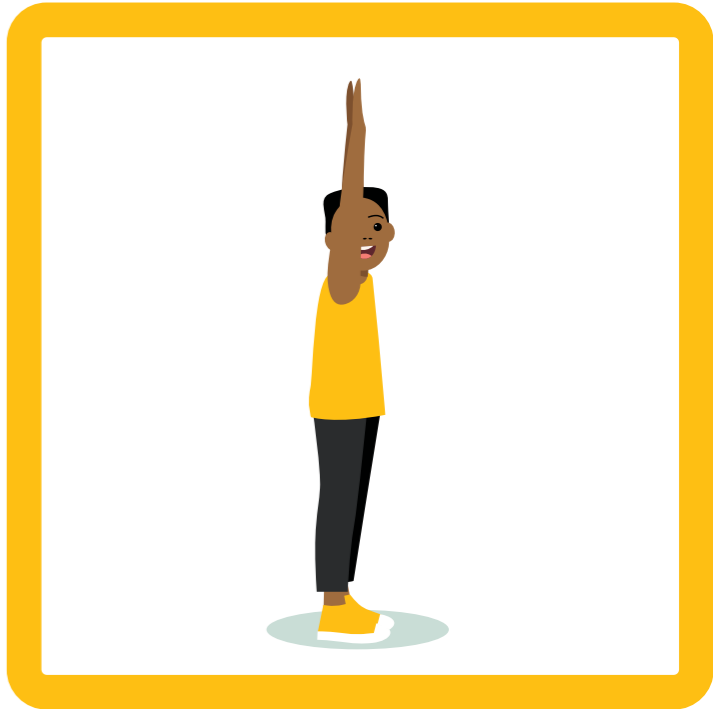
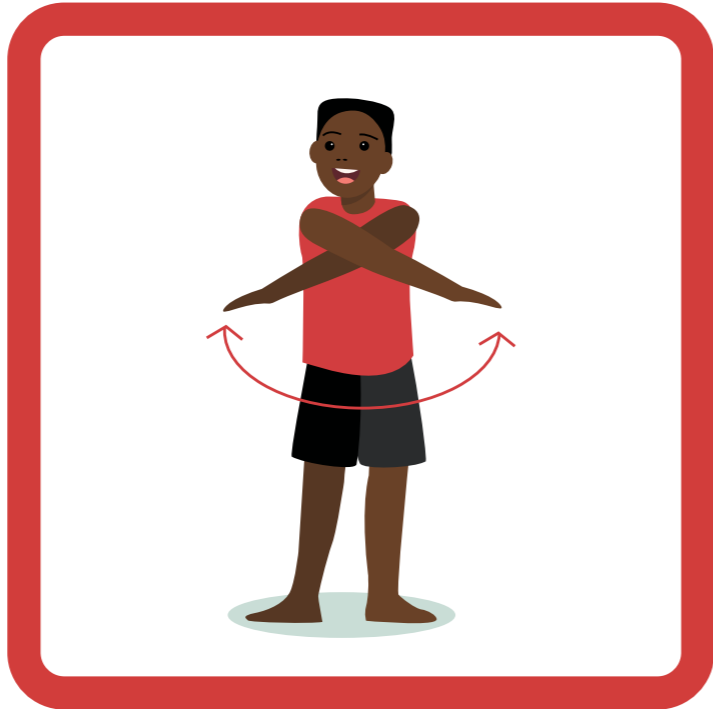
5. AT THE TYRE:  
BUNNY HOPS - TUCK HANDSTAND POSITION



6. ON THE BENCH:  
BALANCE WALK















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