



PHYSICAL EDUCATION 4 LIFE

**A GUIDE FOR
PHYSICAL EDUCATION
TEACHERS IN NAMIBIA**

Grades 10-11



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ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
BMZ	Federal Ministry for Economic Cooperation and Development
CBO	Community Based Organisation
EHRD	Education for Human Rights and Democracy
FIFA	Fédération Internationale de Football Association
GBV	Gender Based Violence
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
HIV	Human Immunodeficiency Virus
ICT	Information and Communication Technology
IOC	International Olympic Committee
MoEAC	Ministry of Education, Arts and Culture
MSYNS	Ministry of Sport, Youth and National Service
NIED	National Institute for Educational Development
NGO	Non-Governmental Organisation
NUST	Namibia University of Science and Technology
NSSU	Namibia School Sports Union
PE	Physical Education
PE4Life	Physical Education for Life
S4D	Sport for Development
S4DA	Sport for Development in Africa Regional Project
SS4D	School Sports for Development
TB	Tuberculosis
UNAM	University of Namibia
UNICEF	United Nations International Children's Emergency Fund
WHO	World Health Organisation

Namibia and its young people face many challenges in achieving the Vision 2030 goals, most notably non-communicable and life-style diseases which are amongst the leading causes of death in Namibia. Furthermore, Gender Based Violence (GBV), alcohol and substance abuse, HIV incidence and prevalence among adolescents and high rates of teenage pregnancies all constitute significant barriers to education, health and wellbeing of Namibian children and young people. As a result, the country has high rates of school repetition and drop-out rates in both primary and secondary phases of schooling.

The Ministry of Education, Arts and Culture (MoEAC) strongly believes that in order to support learners to attain optimal learning and teaching outcomes, holistic development of learners and MoEAC workforce has to form the centrepiece of the Ministry's strategy to improve the education sector.

Physical activity is vital to the holistic development of young people, fostering their physical, social and emotional health. Effective learning and engaged participation in school activities depends on the good health of every school-going learner. Research generally supports the suggestion that academic performance is enhanced by increased habitual physical activity; moreover, learners who take part in sports-related educational programmes have greater knowledge of life skills and higher self-belief about their abilities to set goals, solve problems and think positively.

Life skills are not learned through text books alone, but through practice, implementation and learning by doing. MoEAC has realised the potential of integrated physical education as a vehicle not only to a healthy nation, but also to improve the life skills of our learners. By using Physical Education (PE) to strengthen our life skills curriculum, we are not only ensuring that our learners are physically active, but that they are engaging with life skills in a practical manner.

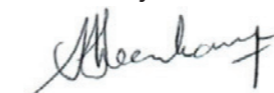
PE as a subject in the National Curriculum for Basic Education contributes to Health and Wellness Education. PE focuses on developing psycho-motor skills, developing self-esteem through an appreciation and enjoyment of one's body; the relationship between mind and body; learning how to maintain fitness throughout life; developing social skills through cooperation, positive competition with others and motivation for continued lifelong physical activity.

Similarly, sport has been part of the DNA of Namibians for centuries. **Sport** is very popular in Namibia, from school level into communities. Sport thus offers an ideal opportunity for learners to acquire good values, life skills and a healthy lifestyle. The Sport4Development programmes introduced by the GIZ and other stakeholders over the last few years have combined sport skills with life skills and healthy lifestyle themes in an innovative way.

Therefore, we have joined forces with the Ministry of Sport, Youth and National Service, the University of Namibia (UNAM), Namibia University of Science and Technology (NUST) and the GIZ 'Sport for Development in Africa Regional Project' (S4DA) on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ) to develop a PE4Life teacher's guide. This guide contains sample lesson plans for PE teachers, which integrate the outcomes of the Physical Education Curriculum with Sport4Development outcomes, namely life skills and healthy lifestyle themes, illustrating how Physical Education can relate to, and help learners cope with real life situations. The manual also calls on each PE teachers to connect with learners and create a culture of care and trust within the classroom and the school as a whole.

It is our ardent belief that when teachers engage with this material, both novice and specialised teachers, it will provide you with the tools you need to engage your learners and contribute to their success on all realms – physical, social, emotional and psychological. You as PE educators can make a huge impact on the outcomes of each and every learner in your class. I appeal to all teachers to embrace this programme and engage actively with this guide. I look forward to assessing the impact of this programme with your assistance in the near future.

Yours in Physical Education 4 Life,



Permanent Secretary



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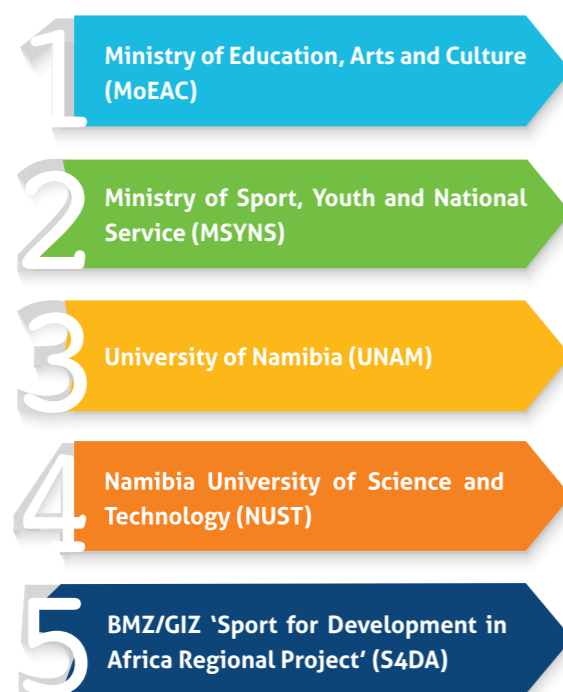
“Learning should promote the growth and development of each and every learner both as an individual and as a member of the society. Working with young learners is essential for laying a solid foundation for learning throughout the formal education system. If the foundation is properly laid, learners will be well prepared to continue their learning at the higher levels. This in turn prepares learners for full participation in their society.”

(Integrated Planning Guide, Ministry of Education of the Republic of Namibia, National Institute for Educational Development.)

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

This guide will provide educators with a methodical approach to integrate holistic developmental elements into Physical Education sessions at schools in an innovative and unique way to bring about lifelong behavioural change in the learners and have an impact on the broader society.

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



The guide brings together the Physical Education (PE) programme of the Ministry of Education, Arts and Culture (Republic of Namibia) and the “Sport for Development” (S4D) approach implemented by the ‘Sport for Development in Africa’ Regional Project (S4DA) of GIZ on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ). S4DA has supported the MoEAC and the University of Namibia and integrated the principles and practices of the S4D approach into the PE Syllabus and PE activity sessions in schools. This guide thus aims to assist educators to use Physical Education as a tool to achieve holistic personal and societal developmental objectives. This integration of Physical Education and Sport4Development principles and practices forms the basis of “Physical Education4Life” (PE4Life).

The guide will be closely aligned to the Physical Education syllabus. The sample activity sessions in the guide will align to themes and topics from the PE Syllabus of Grade 10 and 11 and incorporate life skills and healthy lifestyle themes.

The guide will not be able to cover the entire PE Syllabus. The sample sessions will provide examples across the themes and topics in the syllabus but does not provide a year plan for the syllabus. Educators will need to be creative and innovative and apply the principles to other PE sessions where relevant and applicable.

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

This is a relatively new concept in Namibia, so this guide will be a work in progress. Educators are urged to try out the activities and provide feedback on the guideline to the Ministry of Education, Arts and Culture. As the programme unfolds in Namibia, educators will be advised as to how they can provide feedback.

The 1st part of the guide will provide more information on the various principles and concepts informing the PE4Life programme. The 2nd part of the guide will provide sample sessions.

Chapter 1 provides an overview of Physical Education with a particular emphasis on PE in Namibia. The Namibian PE Syllabus for grades 10 and 11 is summarised and the reader is also introduced to key PE concepts such as “physical literacy” and the “importance of physical activity.”

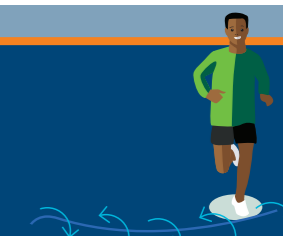
Chapter 2 introduces the key concepts Sport, Sports Development, Sport4Development and Sport4Life. Most educators and coaches in Namibia will have a fairly good understanding of competitive sport but this chapter emphasises the value of sport. Furthermore, the chapter explains in more detail the difference between developing sport and developing people and society using sport as a tool. This chapter also provides a brief summary of S4D activities thus far in Namibia.

Chapter 3 introduces the PE educator to the key purpose of this guideline, the Physical Education 4 Life programme. It outlines the objective of PE4Life and brings across the message that PE4Life sessions are different in that it combines physical activity with other developmental objectives. In this chapter educators are encouraged to form partnerships with other stakeholders to make the implementation of PE4Life easier and more sustainable.

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 further emphasises that the educator must develop closer relationships with the learners and get to know the learners and the parents much better.

Chapter 5 explains to the educator how to plan and structure their PE4Life activity sessions. Every step is explained and the new concepts such as the “Opening Circle” and “Closing Circle” are explained in more detail. The importance of planning is also emphasised in this chapter.

Chapter 6 provides the educator with sample sessions. The educator must understand from the onset that these are 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. There will likely be further training for educators in this regard.





Physical Education is generally described as instruction in physical activity, games and sport, mainly in schools. In Namibia, Physical Education at schools is compulsory. In the context of this guide, Physical Education refers to the formal implementation of the Physical Education curriculum developed by the National Institute for Educational Development (NIED). Currently one period of 40 minutes per week is prescribed by the syllabus.

The syllabus describes the roles of Physical Education as follows:

“Physical Education contributes to Health and Wellness Education. Physical Education focuses on developing psycho-motor skills, developing self-esteem through an appreciation and enjoyment of one’s body; the relationship between mind and body; learning how to maintain fitness throughout life; developing social skills through co-operation, positive competition with others and motivation for continued lifelong physical activity. Learners reflect on what they experience, develop their understanding of themselves, the importance of lifelong physical activity and how it contributes to health and wellness.”

PHYSICAL EDUCATION IN NAMIBIA

“The global increasing of non-communicable and life-style diseases such as cardiovascular diseases (like heart attacks and stroke), cancers, chronic respiratory diseases (chronic obstructed pulmonary disease and asthma) and diabetes, requires certain life-style adaptations. In this regard lifelong physical activity plays an important role in the prevention of such ailments, enhancing personal wellness, maintaining physical health, fitness and functional capacity. Lifelong physical activity is the fundamental outcome of physical education and is therefore an important part of public health according the World Health Organisation (WHO).”

(Introduction to the Physical Education Syllabus for Grades 10 and 11, Ministry of Education, Arts and culture Republic of Namibia)

OVERVIEW OF THE PE SYLLABUS FOR GRADE 10 AND 11

The PE Syllabus for the Secondary Phase was completed in February 2018. Implementation of the syllabus for grade 10 started in 2018. Implementation in Grade 11 will start in 2019. The PE Syllabus emphasises amongst others:

- The role of Physical Education in combating non-communicable and lifestyle diseases such as heart attacks, strokes, diabetes, and obesity.
- Promoting health and wellness.
- Lifelong physical activity as a fundamental outcome.

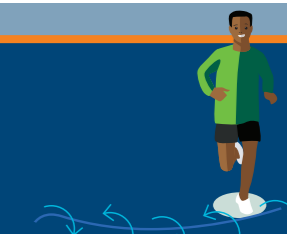
RATIONALE

“Physical Education is an integral part of the general education process, and specifically physical and health literacy. Physical Education equips learners with skills, knowledge, and competencies to live healthy and physically active lives and maintain it for life. Consequently, young people are enabled to contribute and function effectively in society. Physical Education promotes health and physical literacy through the following aims:

1. develop attitudes and practices, and further knowledge and activities which promote physical and health-related fitness;
2. promote cooperation, positive competition, spectatorship, sportsmanship and fair play through participation in different applied movement activities;
3. develop and display the social skills and teamwork skills required to actively engage in cooperative physical activities;
4. develop lifelong physical activity and health related fitness.
5. promote healthy and active life styles.”

AIMS

1. promote the physical, social, emotional and intellectual development of the child in the context of human movement sciences;
2. develop positive personal qualities and self-actualisation by means of physical activity in different contexts;
3. help in the acquisition of an appropriate range of movement skills and health related fitness in a variety of contexts;
4. promote understanding and knowledge of the various aspects of movement;
5. develop an appreciation of movement and the use of the body as an instrument of expression and creativity;
6. promote enjoyment of, and positive attitudes towards physical activity and its contribution to lifelong health-related fitness, thus preparing the child for the active and purposeful use of leisure time.



INCLUSIVE EDUCATION

This refers to the right of learners to participate in the full range of educational programmes and services offered in mainstream schools. It is based on the principle of supporting and celebrating the diversity found among learners and removing barriers to learning.

The PE educator should accommodate learners with special educational needs by adapting the sessions in this guide to the needs of the learner through differentiation of teaching methods and material as indicated in the Curriculum Framework for Inclusive Education 2013. This guide does not go into detail on this specialised field.

The principles of "Inclusive Education" also refers to promoting "equality of opportunity for males and females, enabling both sexes to participate equally and fully." During PE4Life sessions, educators should know and understand how to treat learners equally. Whereas mainstream sports activities are usually designed for single gender competitions (e.g. boys' football OR girls' football), Sport4Life sessions and thus PE4Life sessions lend themselves to activities which do not require males and females to be in separate teams.

APPROACH TO TEACHING AND LEARNING

The syllabus encourages a learner centred approach to Physical Education. "The aim is to develop learning with understanding, and the skills and attitudes to contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and social experience gained continually from the family, the community, and through interaction with the environment. Learning in school must involve, build on, extend and challenge the learner's prior knowledge and experiences.

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to sense the needs of the learners, the nature of the learning to be done, and how to shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons."
(Extract from the PE Senior Secondary Syllabus, Grades 10-11 (2017))

LINKS TO OTHER SUBJECTS AND CROSS CURRICULAR ISSUES

The syllabus has identified cross curricular issues which deal with particular risks and challenges in Namibian society, especially for Namibian children and youth. These issues are:

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

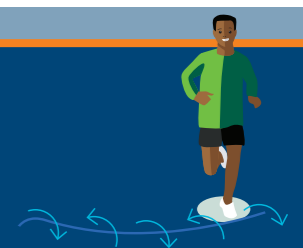
The syllabus requires these issues to be dealt with in all subjects and in all phases. The sample sessions will include some but not all the cross curricular issues. The PE4Life educator should make every attempt to integrate content from these cross curricular issues into their sessions.

These issues can also be dealt with by involving the learners in sport and physical education activities after school hours. These activities can be directly linked to other school subjects such as Languages, Life Orientation and Mathematics.

By involving the learners in activities other than playing as indicated below, they can develop valuable practical skills which assist them in their career choices and make them much more employable. Work experience is often a barrier to employment for young people. They can gain some experience at school. Here are a few examples.

1. Involve learners in marketing sport and physical education activities. They should design and produce posters and leaflets. This can link with the Arts curriculum and languages.
2. Assign learners as "reporters". Let them write articles and reports on school matches, tournaments and take photographs. This can also be linked to the language's curriculum. Such a role can also be played by learners with a physical disability that prevents them from playing sports like football.
3. Assign learners to keep statistics/data on various aspects of the sport and PE programmes at the schools e.g. log tables, learners' statistics, number of learners participating, attendance registers with gender, age, sport ground usage plans. This data is often critical for Monitoring and Evaluation purposes but often educators don't have the capacity to collect the information. To do this effectively they will need to learn how to do simple spreadsheets, graphs etc. (ICT)
4. Involve learners in dealing with issues related to "Human Rights and Democracy" and other social issues using sport and physical activity as a tool such as:
 - School clean up campaigns, tree planting etc (Environment)
 - Anti-bullying,
 - Start a club
 - Gender equality
 - Diversity
 - Substance abuse
 - Fundraising

These are just a few examples of integrating various aspects of sport and physical education 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. We will focus on after school activities later in this guide.



PHYSICAL LITERACY

“Physical literacy is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life.” – The International Physical Literacy Association, May 2014.

Although the definition is limited to an individual’s functional capacity in daily activities, it is integrated with the social, cognitive and psycho-emotional development of the learner. Consequently, it forms the basis of elite sports participation together with other components of movement skills that are essential for physical learning and development. Such knowledge and experiences contribute towards the skills and attitudes required to be physical literate. In the end physical literacy is fundamental in an individual’s participation in lifelong physical activity, sport and self-responsibility for health and total wellbeing.

Physical literacy refers therefore to understanding and developing fundamental movement skills within the individual and is related to a specific set of skills. Such skills involve different body parts like feet, legs, trunk, head, arms and hands. The mentioned skills are instrumental for more complex and specialised skills that form the basis for competent participation in different physical, recreational activities and sports.

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; and
- Passion and Professionalism

Physical literacy and fundamental skills are required during the elementary (primary and upper primary) phase. The development of physical fitness during their middle school (junior secondary) years therefore forms the basis to participate effectively in sport and to stay physical active and healthy for life (senior secondary).

In summary one could argue that physical literacy increases different aspects of lifelong physical activity and optimal human functioning like:

- Personal success;
- Educational success;
- Cognitive skills;
- Mental health;
- Psychological wellness;
- Social skills;
- Healthy Lifestyle habits;
- Physical health; and
- Physical fitness.

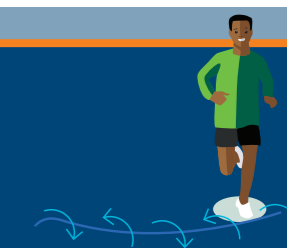
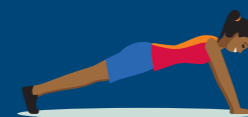
THE IMPORTANCE OF PHYSICAL ACTIVITY

The World Health Organisation defines physical activity, “as any bodily movement produced by skeletal muscles that requires energy expenditure.” The Namibian PE Syllabus emphasises lifelong participation in physical activity to enhance health and functional capacity of individuals. Learners are encouraged to participate in physical activity on a regular basis, not only during Physical Education sessions. Regular physical activity does have several health and social benefits. These include:

- You are likely to live longer;
- You can reduce the risk of diseases such heart disease, high blood pressure and diabetes;
- You will feel better about yourself;
- If you are physically fit, you will be able to concentrate better in class;
- You will meet more friends with a positive lifestyle like yourself;
- You will have fun and gain more enjoyment from life; and
- You will be less depressed and able to deal with challenges in life better.

Many forms of physical activity require little or no equipment. The learners must be educated on simple, accessible forms of physical activity. Such physical activities which are readily accessible to most Namibian learners include:

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



INTRODUCTION

It is very important that educators clearly understand the concept "Sport" and the difference between Sport Development and Sport4Development. Educators are quite familiar with Sport and thus Sport Development. This has been the predominant practice at schools in Namibia. Whilst competitive sport programmes have a place in schools, we hope through this guide that educators will increasingly use sport as a tool for inclusive, holistic development.

Sport is defined as an activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment. (<https://en.oxforddictionaries.com/definition/sport>) This definition only refers to the physical side and it is well known that when you refer to human beings there is more than just the physical component involved. Apart from the different components within sport like competition, competitors, structures/organisations, the integration of different aspects of the sport participant like the physical, emotional and psychological components are essential for the individual learning process. An activity such as Chess is also considered a sport because it involves mental exertion and skill.

Sport integrates four dimensions that are very important for personal development of children and youth: **the physical, cognitive, emotional and social dimension:**

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

Improvement of

- Flexibility
- Strength
- Endurance
- Coordination
- Orientation
- Reaction
- Balance

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

Improves ability to

- concentrate
- reflect
- anticipate
- think logically
- take quick decisions
- develop strategies

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

To learn how 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**

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

Most sport programmes focus mainly on the physical dimension, while the cognitive, emotional and social dimensions are largely incidental and not proactively dealt with in sport coaching programmes. Furthermore, sport programmes mainly focus on competing, success or failure is measured by winning and losing.

The **Sport4Development** and **PE4Life** programmes integrate the dimensions named above by using sport and physical activity as a modality to prepare learners for **life** and **sport performance**.

SPORT DEVELOPMENT

Sport 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 diagram below:



Figure 1: 'The Sports Development Continuum'

Foundation
<ul style="list-style-type: none"> • Target beginners, mainly children; • Focus on basic Skills and Movement • Focus on Mass participation (Large numbers); • Focus on Fun and Enjoyment; and • Introduce sedentary (non-participants) to some forms of activity.
Participation
<ul style="list-style-type: none"> • Higher level of specialisation. The participants chooses their favourite sports; • Regular training and participation in specific sport; • Participants join a club and form part of a team; and • Participate in leagues and tournaments.
Performance
<ul style="list-style-type: none"> • Focus on improving performance and technique; • Developing sport specific skills; • Regular training and coaching; • Needs specialised equipment and facilities; and • Performance at club and regional level.
Excellence
<ul style="list-style-type: none"> • Elite, High Performance; • National and International Competition; • Highly specialised training, coaching; • More specialised equipment and facilities; • Specialised nutrition; • Limited numbers; and • High cost.

School sport in Namibia generally focuses at the **Foundation** and **Participation** levels of sport development. Most schools participate in school sport competitions organised by the Namibian School Sports Union (NSSU). The focus of current school sport programmes is more on competitions and winning and not so much on mastering of skills and development. Less talented learners are therefore generally excluded from this performance-based approach to school sport participation.

Lack of necessary resources such as facilities, equipment and expert coaches limits schools to progress to the **Performance** and **Excellence** levels of sport development. These resources are generally expensive and generally not affordable for most schools. Many schools do however unearth talent which need to be taken to the next level. In the absence of resources needed to progress talented learners to the next level, schools must form partnerships with the relevant stakeholders such as local clubs, federations and sports academies.

SPORT 4 DEVELOPMENT

Definition

Sport for Development (Sport4Development) 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." (<https://sported.org.uk/about-us/what-is-sport-for-development/>)

"Sport is increasingly recognized as an important tool in helping the United Nations achieve its objectives, in particular the Millennium Development Goals. By including sport in development and peace programmes in a more systematic way, the United Nations can make full use of this cost-efficient tool to help us create a better world." *Ban Ki-moon, United Nations Secretary-General*

"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, Special Adviser to the Secretary-General on Sport for Development and Peace*



4 DIMENSIONS OF A PE EDUCATOR

Let us now relook at the 4 dimensions through the lenses of a normal sports coach and a Sport4Development coach/educator.

Dimensions	The Sports Coach	The S4D Coach
The physical dimension: the body moves Improvement of <ul style="list-style-type: none"> Flexibility Strength Endurance Coordination Orientation Reaction Balance 	<ul style="list-style-type: none"> Focus on the sports coach. Focus mainly on skill and physical improvement Preparation of sport participants Planning, goal setting and development for sport participant is essential for success Talented performers are important and invested in. 	<ul style="list-style-type: none"> Utilise the physical component to integrate other components to achieve holistic goals Planning, goal setting and development for sport participant is focused on performance in life Every participant is important.
The cognitive dimension: the mind thinks Improves ability to <ul style="list-style-type: none"> concentrate reflect anticipate think logically take quick decisions develop strategies 	<ul style="list-style-type: none"> Concentration during learning and execution within the sport environment. Reflect on performance after a match. Think logically in the context of a competition. Decisions related to sport context and participation Develop strategies to overcome opponents. Develop and implement strategies to enhance sport performance 	<ul style="list-style-type: none"> Concentration beyond the sport context during daily life activities. Gain from sport experiences Integration of thinking patterns from sport experience to daily life and experiences. Proactive, more logical decision-making. Develop strategies to deal with the challenges of life from their sport experience.
The emotional dimension: the heart feels To learn how to <ul style="list-style-type: none"> deal with fear and frustration deal with aggression experience joy, fun and motivation learn how to win and lose Deal with pressure 	<ul style="list-style-type: none"> Management of fear and frustration within the sport context. Positive experiences are very often limited by performance driven outcomes and competition pressure. Aggressive opponents, robust competition, injuries Joy experienced when winning a match, depression when losing Dealing with pressure of winning and losing at all costs 	<ul style="list-style-type: none"> From the sport experiences the player manages to deal with fear and frustration in daily life. Place positive experiences from sport in context of human development, winning and losing as part of learning and daily achievements and goals
The social dimension: people interact with each other <ul style="list-style-type: none"> Build friendships Develop trust, empathy, respect & tolerance Reduce prejudice and build social cohesion Learn to collaborate, resolve conflicts, respect rules Interact in a team Learn about gender differences 	<ul style="list-style-type: none"> Competition and Sports team context are used to build relationships and friendship within sport No proactive focus on developing relationships amongst players Focus on winning, no focus on dealing with issues such as racism 	<ul style="list-style-type: none"> Proactive development of friendships, not only amongst team mates but also other teams and communities Deliberate focus to use sport as a tool to break down barriers

Sport, play and physical activity support the development of people in various ways. The Sport4Development approach is more likely to achieve the four dimensions, in a **sustainable** way.

WHY IS SPORT A GOOD TOOL FOR DEVELOPMENT?

Sport is universally popular – Sport transcends national, cultural, socio-economic and political boundaries. Sport is enjoyable for participants and spectators alike and can be implemented in virtually any community in the world. Sport has a very special place in the Namibian society as well. Namibia has been a member of the IOC since 1992. The existence of the Ministry of Sport, Youth and National Service is further evidence of the importance of sport in Namibia. Similarly, in spite of limited resources, sport is done at most schools in Namibia.

Sport offers a global communications platform – Mega sporting events such as the FIFA World Cup and the Olympic Games are beamed across the world. If Namibians participate in these games e.g Frankie Fredericks (Track and Field), Agnes Samaria (Track and Field), Paulus Ambunda (boxing), these events reach even more Namibians. It is thus an effective means for communication, public education and social mobilization.

Ability to connect – Sport is social by its very nature. It brings people together in a social environment including players, teams, coaches, teachers, volunteers and spectators.

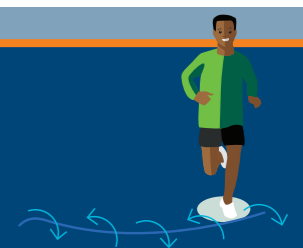
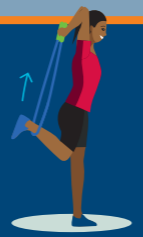
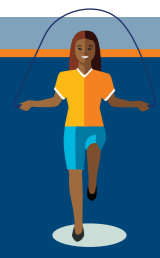
Cross cutting nature – Sport can be used to address a broad range of social and economic challenges. By making an intentional connection with the social and economic challenges during training sessions, the educator can make an impact on addressing these challenges.

Potential to empower, motivate and inspire – Many different skills can be developed through sport, both on and off the field. Achievement in sport can motivate and inspire others.

By its very nature, S4D programmes are **inclusive**. It focuses on improving the lives of **all** through sport, regardless of physical ability or skill levels.

Sport programmes are governed by rules to ensure uniform participation across the world. Learning and understanding the rules is an important part of development. In the Sport4development approach however, the coach, or educator in this case, can adapt rules to suit the local conditions and to better achieve the developmental aim.

An example is: The rules of football say that a maximum of 11 players, boys or girls, gender can play with **one** ball at a time. A football activity during a PE4Life session could easily have 20 players, boys and girls on the field at the same time and using more than 1 ball.



SPORT4DEVELOPMENT IN NAMIBIA

Namibia has one of the highest HIV prevalence rates worldwide. Representing around 43 per cent of all new infections, youth in the age of 15-24 years is particularly affected. Physical health, prevention of early pregnancies and strengthening the role of women in Namibian society are therefore key tasks of the National Development Plan. Sport is one area of life in which girls and boys can express themselves freely – through sport they can be encouraged to adopt a healthier lifestyle and strengthened in their awareness of gender roles.

The true benefits of physical activity come from spending more time being active than is stipulated and allocated in the curriculum. The combination of PE and extra-curricular school sport can help foster a culture of being physically active within the education sector. Integrated PE and School Sport can therefore be used to promote health and prevent diseases, strengthen child and youth development and education, foster social inclusion and gender equity, enhance inclusion of persons with disabilities as well as promote employment and economic development.

In 2015, a School-based Sports for Development (SS4D) programme was introduced by the Ministry of Education, Arts and Culture with a view to integrate sports for development in the physical education curriculum and school sports. UNICEF is supporting modelling of the programme in one region, Hardap, so as to inform national policy and influence institutionalization of sports for development in the government machinery. This programme reached more than 1,500 girls and boys. Specific support is therefore provided towards running of girls' football leagues, regional level festivals, sporting equipment and supplies, and capacity development of coaches.

The Ministry of Education, Arts and Culture together with the University of Namibia and the Ministry of Sport, Youth and National Service has taken the motto, 'School sport with concepts,' serious. The aim is to embed 'Sport for Development' nationwide in the Physical Education lessons, starting with grade 10 and grade 11.

Joint forces between the two line ministries

The Ministry of Education, Arts and Culture and the Ministry of Sport, Youth and National Services have signed Terms of Reference with the main objectives to remove the barriers that prevent the establishment of a well-coordinated and seamless school sport system in Namibia as a critical factor in the holistic development of learners in the country. The two ministries want to ensure that all relevant stakeholders involved in the realisation of an integrated school sports framework take part in an effective, continuous, monitoring evaluation plan.

In order to implement the Terms of Reference between the MoEAC and MYSNS, as well as to develop an action plan to address the critical focus areas identified, a National Steering Committee on Integrated Physical Education and School Sport was formed. Members of the Steering Committee are the NSSU, UNAM, NUST, NGOs, the Namibian Sports Commission, UNICEF and GIZ.

Not only on national level, the Sport for Development approach is being implemented in Namibia. MoEAC together with MYSNS has taken on the task to improve the quality of school and community sport and Physical Education. In cooperation with the Namibia Football Association (NFA), the German Football Association (DFB), the Fédération Internationale de Football Association (FIFA) and German Development Cooperation, the project 'School Sport in the Ohangwena Region' was initiated in order to provide sport infrastructure and support the promotion of reproductive

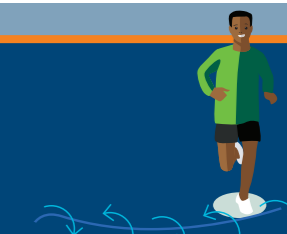
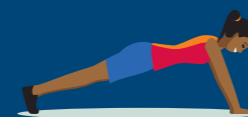
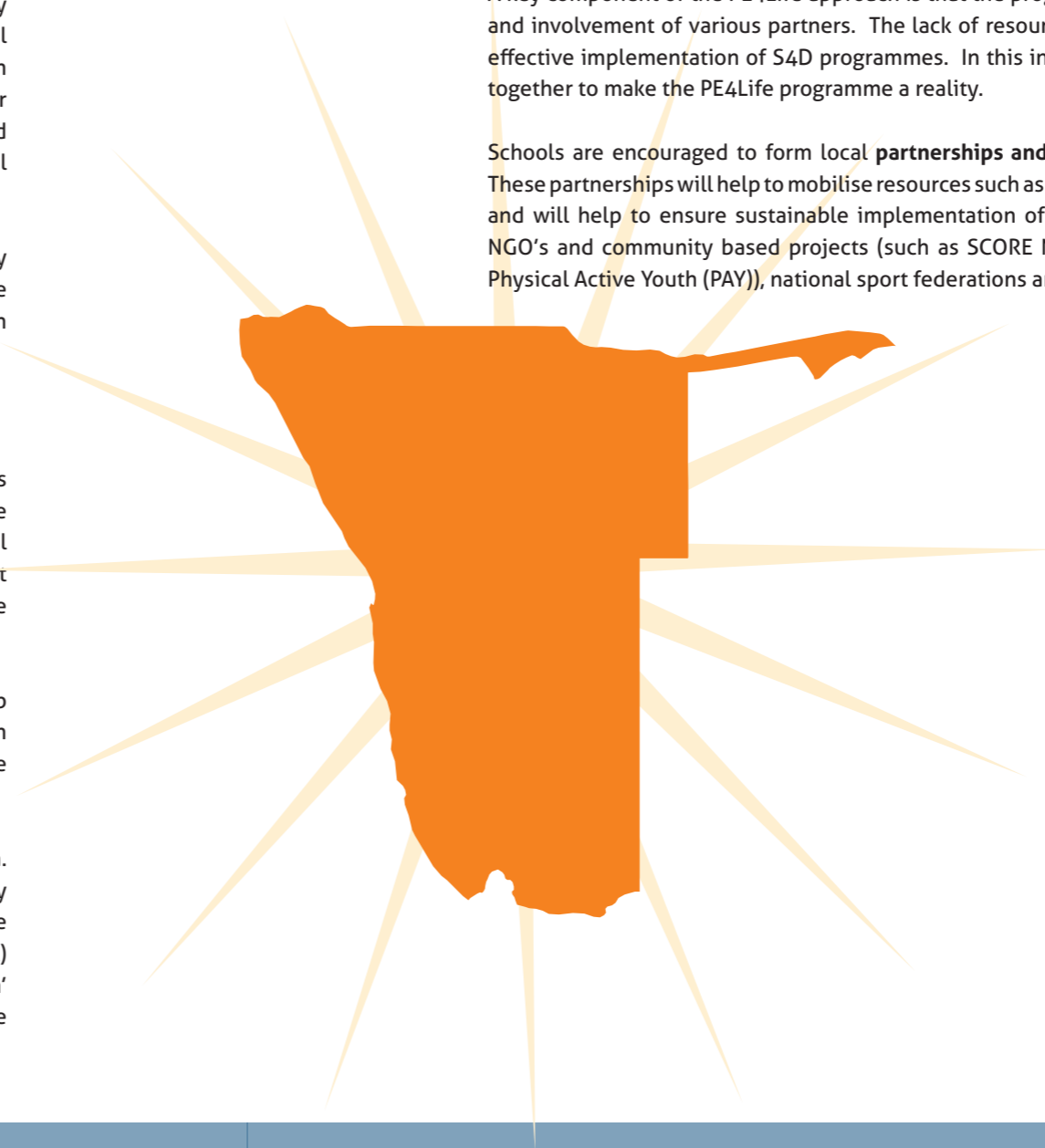
health and education through sport. Therefore, the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, on behalf of German Federal Ministry for Economic Cooperation and Development (BMZ), strengthens the capacities of local partners enabling them to operate and use the sports grounds sustainably – in terms of both technical maintenance and the activities offered. After all, the rule of thumb is, 'Sport grounds with concepts!' Corresponding training measures strengthen the required management capacities of those responsible for the fields.

One of the main responsibilities the two ministries agreed on is the review of the Physical Education curriculum. Together with UNAM and NUST and supported by S4DA, the two ministries, have taken the motto, 'Sport grounds with concepts,' serious by transforming it to 'School sport with concepts' on a national level. Through the PE4Life Teachers Guide, Sport for Development will be implemented nationwide in the the Physical Education syllabus, starting with grade 10 and grade 11.

Further stakeholders in the S4D Sector

A key component of the PE4Life approach is that the programme is implemented with the support and involvement of various partners. The lack of resources and expertise is often an obstacle to effective implementation of S4D programmes. In this instance, various role-players have worked together to make the PE4Life programme a reality.

Schools are encouraged to form local **partnerships and collaborations** with other stakeholders. These partnerships will help to mobilise resources such as equipment and coaches to the programme and will help to ensure sustainable implementation of programmes. Potential partners include NGO's and community based projects (such as SCORE Namibia, NFA's Galz & Goals programme, Physical Active Youth (PAY)), national sport federations and local community based clubs.



WHAT IS SPORT4LIFE?

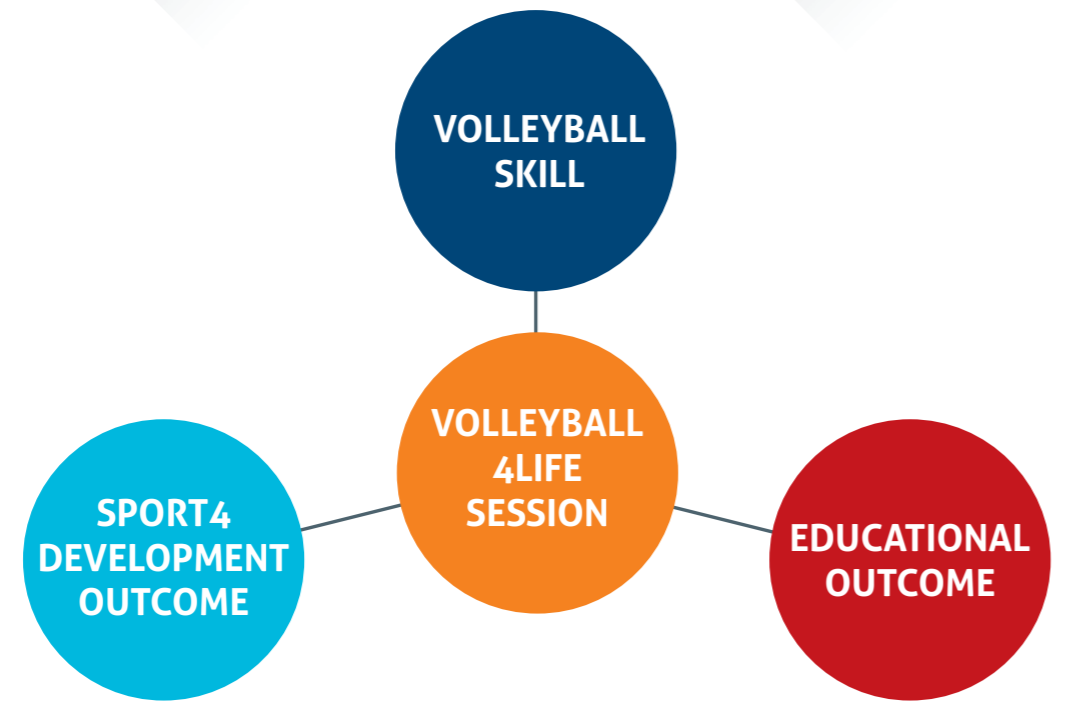
As outlined in Chapter 2, **Sport** has many positive elements. Many sport programmes are well established at schools all across Namibia. Sport programmes are well established at many schools all across Namibia. Through school sport programmes, many talented youths have been discovered and have gone on to represent their region at national events and even international events. Through school sport programmes, learners have also developed basic motor skills such as throwing, catching, kicking, passing, hand eye co-ordination. The key challenge of sport at schools is its exclusive nature. In order to win school competitions, the "better" players are included, and the weaker players are excluded.

The **S4D** approach on the other hand is inclusive by nature. It focuses mainly on intentionally using sport as an inclusive tool for holistic development with little or no focus on developing sport excellence. This also makes S4D programmes easy to implement since the educator does not need to be qualified in sport e.g. football, to deliver an effective S4D session.

Sport4Life thus combines the positive qualities of **sport** with the holistic developmental objectives of the **S4D** approach. A Sport for life coaching session tries to combine the elements of a quality sport coaching session e.g. how to pass correctly, with a developmental topic, e.g. communication. In other words:



A typical Sport4Life session e.g. Volleyball4Life, will have the following components:



INTRODUCTION

PE4Life attempts to combine the benefits of the Sport4Development and Sport4Life approach, with the Physical Education programme at Namibian schools.

The word “**life**” in PE4Life has two meanings.

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**.

It refers to duration, i.e. “**lifelong**” behaviour change. It attempts to bring about lifelong healthy living. As the youth become adults and start families of their own, the theory is that they will impart these healthy habits to their children and continue the cycle of Physical Activity ... **For Life**.

PE4Life thus aims at creating fit, healthy, physically active children and youth but also using sport as a vehicle to educate children and young people on **life skills, healthy lifestyles** and other important **social issues** they are facing.

Life skills are the skills people need to deal with the challenges they face on a daily basis, at school or in their personal lives. Examples of life skills include:

- Communication
- Goal Setting
- Self-discipline
- Leadership
- Teamwork

Healthy Lifestyles refer to desired lifelong and positive behavioural change we want to bring about in young people. Healthy Lifestyle topics include:

- HIV/AIDS
- Healthy Living
- Sex and Gender
- Healthy Relationships
- Substance Abuse

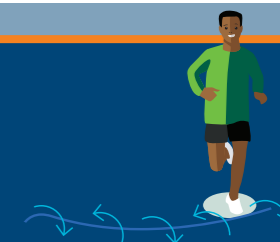
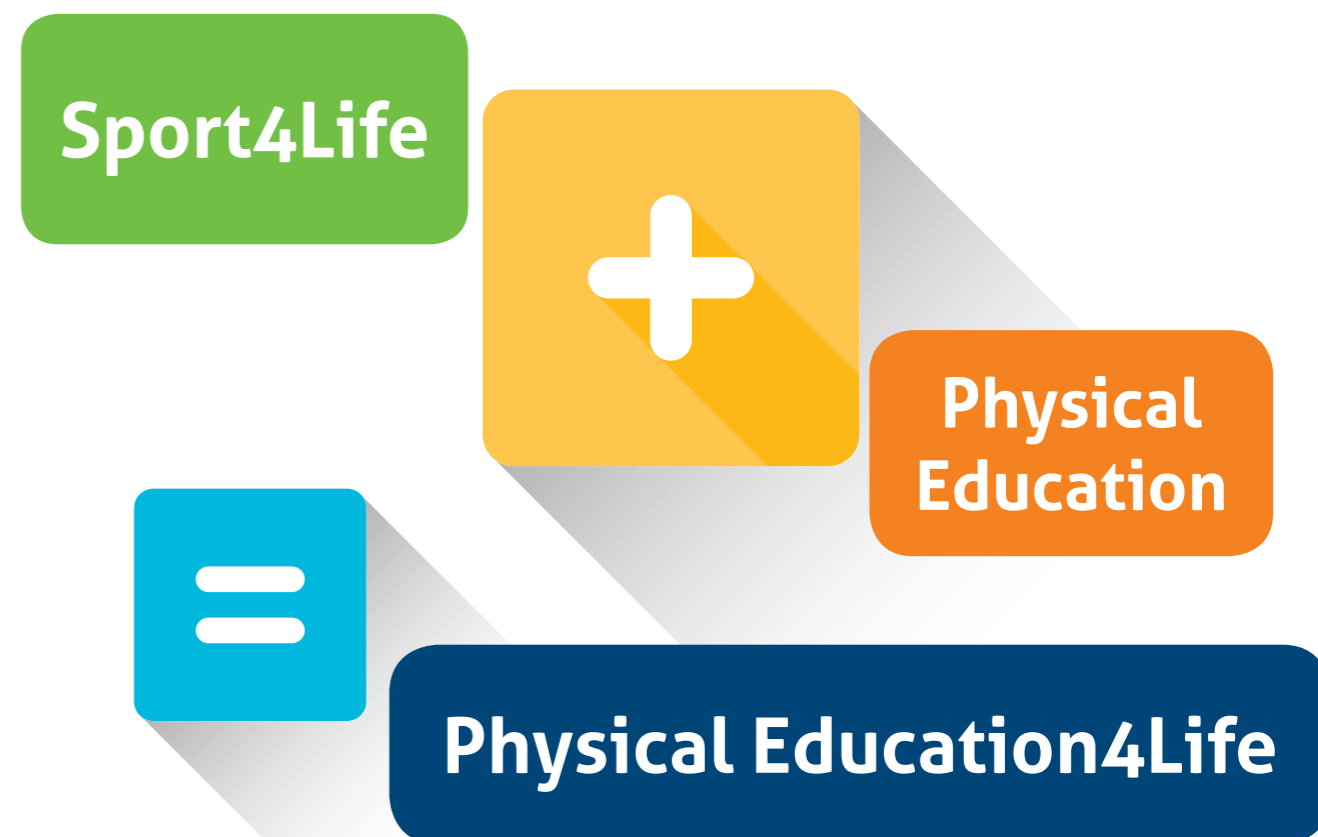
Social issues refer to challenges that impact on the entire community. It goes beyond personal issues but impact on the community as a whole. Although this programme does not focus on addressing social issues, it is highly likely possible that effective implementation of this programme could have a positive impact on some of the social challenges in the community. Examples:

- Teenage pregnancy is a common social problem in Namibia. Through consistent and regular participation in alternative activities such as sport and PE, as well as the information shared in the sessions, young people are less likely to start sexual relationships, or have unprotected sex.
- Substance abuse in particular alcoholism is a serious social challenge in communities. Effective implementation of the PE4Life programme is likely to reduce substance abuse.

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

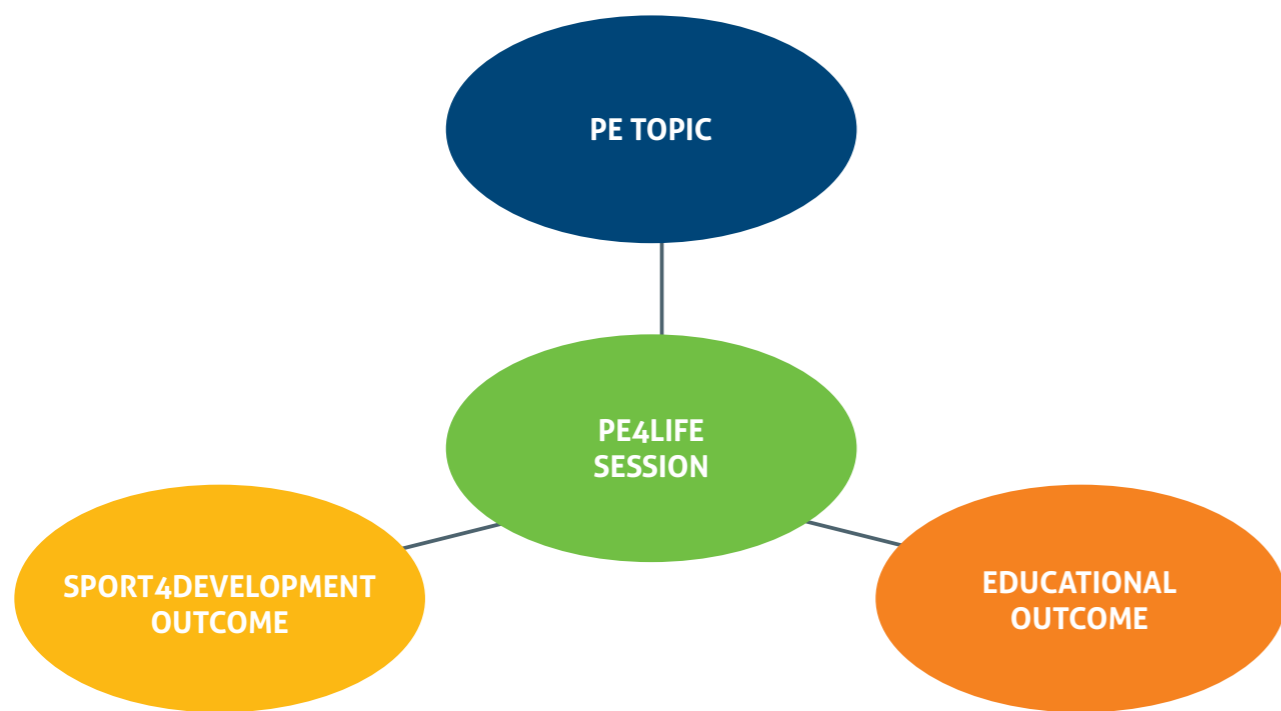
- Quality Physical Education sessions at schools.
- Physical Literacy amongst learners.
- Holistic development of the learners (Physical, Cognitive, Emotional and Social dimensions).
- Increased participation in sport and physical activity by learners.
- To equip young people:
 - » To have a clear idea of their identity
 - » With personal and social skills, they need to interact positively.
 - » To deal constructively with the real challenges and situations they will face in their lives.
- 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 leadership roles in their communities.
- Promote and foster high moral and ethical values, positive self-image and self-esteem.

In summary:



PE4LIFE SESSIONS

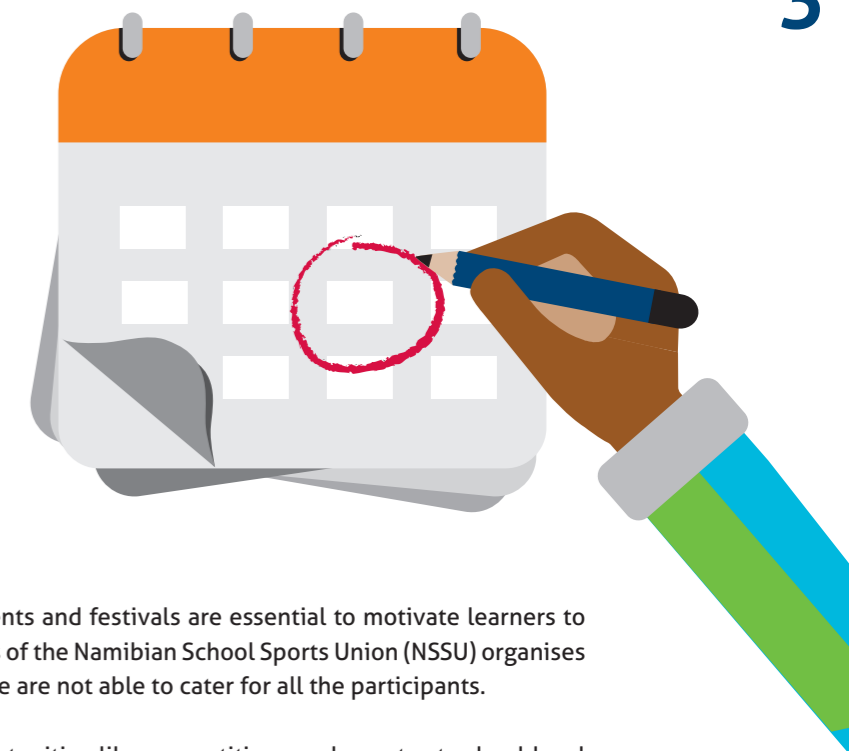
The focus during the PE4Life sessions will be on experience-based learning. Physical, holistic developmental and educational outcomes will be achieved by giving the learners opportunities to experience values, life skills and competencies in a safe, protected environment. Learners will be encouraged to share real life experiences and reflect 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. Each component will be explained in more detail later.



ALIGNMENT WITH AFTER SCHOOL ACTIVITIES

The Senior Secondary Physical Education Syllabus prescribes 1 period of 40 minutes per week for PE. This is clearly not enough to bring about sustained behaviour change and lifelong participation. The learners must be proactively encouraged to participate in sport and other forms of physical activity. At many schools there are educators who have been already trained in one of the Sport4Life sports (Football, Basketball, Netball or Volleyball). The PE educator must work with other staff members to ensure that as many of the learners as possible participate in sport or other physical activities after school.

Similarly, there may be community-based clubs. Learners, especially the more talented ones, should be encouraged to join clubs. To ensure more sustainable outcomes, there should be a structured link between activities during school hours and after school hours and over weekends.



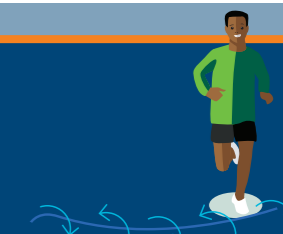
EVENTS

On-going events such as leagues, tournaments and festivals are essential to motivate learners to participate regularly. The regional structures of the Namibian School Sports Union (NSSU) organises regional and national competitions but these are not able to cater for all the participants.

It is essential that there are on-going opportunities like competitions and events at school level e.g. inter grade or interclass activities which encourage most learners at a school to participate regularly. Such opportunities will enhance the effect of physical activity on the learners. The syllabus includes a topic "Principles of Sport Management and Planning." Learners can be trained to organise these events and competitions themselves. They can practice a hands-on approach and learn valuable skills. As indicated earlier these skills can assist them in their future careers.

Learners can develop different skill sets such as:

- communication
- numeracy skills
- organisational
- Financial management
- Marketing
- event management
- Entrepreneurial skills



Currently the NSSU organises competitive events. The key objective is to find the champions and success and failure is measured by how many matches you win or lose. Through this programme however, educators, learners and the broader community must be encouraged to organise S4D events. S4D events can include competitive elements but they are fundamentally different from normal competitive events. Some of the features of a S4D event include:

- S4D event is generally called a FESTIVAL not a tournament.
- Focus on PARTICIPATION not winning.
- Reward FAIRPLAY
- Recognise support and involvement of SPECTATORS.
- Incorporate developmental objectives.
- Focus on FUN.
- Change rules if necessary.
- Focus on playing WITH each other and not AGAINST each other.



4



INTRODUCTION

The **PE4Life** approach may require some adjustment and adaptation on the part of educators. It is NOT “business as usual.” The role of a PE4Life Educator is significantly different to a traditional PE educator. The PE4Life educator aims at the **holistic development** of the learner and changing lives through Physical Education and Sport. The focus should not be on merely on meeting the requirements of the PE Syllabus.

On the one hand, 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 need to focus on the development of a ‘Society of the future’. Such a system directly relates to the advancement of attitudes, practices, knowledge and activities for the promotion of physical and mental health. As such this program will be deemed as part of a Namibian educational system adhering to the numerous challenges and opportunities as provided through living, working and playing in the 21st century (Chin & Edginton, 2014, as cited in Minnie, 2015)

ROLES OF A PE4LIFE EDUCATOR

There is more to the role of a PE4Life educator than covering the PE Syllabus. The educator takes on many different roles as they work with youth.

At different times the educator will play different roles such as:

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

RESPONSIBILITIES OF A PE4LIFE EDUCATOR

As a PE4Life educator, your responsibilities are to:

1. Ensure that the learners participate in a safe environment;
2. Protect learners from bullying and abuse of any kind;
3. Promote the long-term development of the learners;
4. Continue to update your knowledge of Physical Education, Sport, Coaching and Sport4Development;
5. Plan your PE sessions;
6. Reflect on your lessons;
7. Adopt a learner centred approach to your sessions. Use the knowledge and experience of the learners;
8. Allow the learners to give you feedback;

9. Provide opportunities for youth to play, participate in physical activities and have fun; and
10. Involving young people in decision making around their own participation. Using a learner centred approach and accepting feedback from learners are likely to be one of the biggest adaptations the PE4Life educator will have to make. Educators are used to assuming all power and authority. Giving the 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.

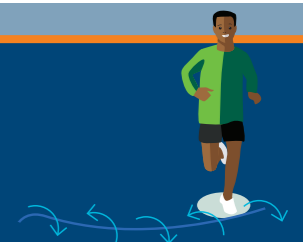
THE PE4LIFE EDUCATOR AS A ROLE MODEL

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 young people, leading healthy, positive lifestyles can act as role models for other young people in their communities.

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

- Make sure you 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 a warm up or cool down.
 - » Lead part of the lesson, e.g. warm up cool down.
 - » 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 but you must also help the quiet introvert learners to feel that they are part of the process.
- Learn the names of all the learners and address them by their first names.
- Know the birthdays of the learners and remember to celebrate birthdays.
- Do not scold or humiliate the learners.
- A PE4Life educator avoids punishing learners. If some form of punishment is necessary, focus on fun and humour. 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, don't have favourites.
- ➔ **Helpfulness** – Some learners will have difficulty with some of the activities, help and support them, don't make them feel despondent.
- ➔ **Flexibility** – Adapt the difficulty of the activities necessary to the skill levels of the learners.
- ➔ **Patience** – Be prepared to repeat some activities, don't get frustrated with the learners.
- ➔ **Respect** – The player may have ideas on the session, respect their input and encourage them to respect each other.
- ➔ **Self-criticism** – This will be difficult at first but ask the learners for feedback on the sessions, 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.
- ➔ **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 young people with 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 area. Even in poor communities, the youth have access to internet facilities at libraries, schools and in their homes. The Educator should embrace and use the relevant social media platforms. e.g. Set up a WhatsApp group and Facebook page. 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.

If you create a negative environment your sessions will not be effective. You will not be able to achieve the outcomes of the PE4Life programme effectively and sustainably.

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. e.g.

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



These learners should be recognised at the school assemblies, 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

As outlined above, the **PE4Life** programme is clearly different to the existing Physical Education 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.

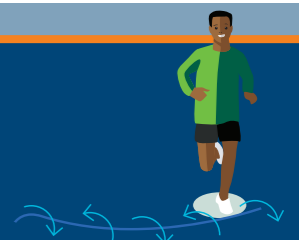
In this context the word "Connected" takes on different meanings for the PE4Life educator.

- 1) 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
- NGO's
- Volunteers
- Ministry of Health and Social Services
- Ministry of Sport, Youth and National Service
- Tertiary institutions

- 2) The PE4Life Educator makes an intentional **CONNECTION** between the PE syllabus, physical activity, personal development, life skills and healthy lifestyles.





4) Most importantly, 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-/herself as person of trust to whom young learners can speak to and be a resource to find support in challenging situations. The educator should know where to find additional support when needed Examples:

- 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 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?
- If the educator sense that the learner is experiencing any forms of abuse at home or in the community, e.g. substance abuse by a parent, verbal or physical abuse, are they expected to do chores or take care of siblings or grandparents, he or she should know where to refer the learner or where to find specialised support.

The educator will only be aware of the situation the learner is experiencing if he or she is becoming a person of trust for them. Therefore, the educator must have an open ear for their problems and interests and act with enough sensitivity when it comes to support them in taking decisions and dealing with real life challenges. Educators should consider getting help from other stakeholders described above e.g. social workers, students to help learners when these are facing difficult life situations.

If the educator has a better understanding of the learners, the educator can show empathy and provide better support to the learners.

DEVELOPMENT OF THE LEARNERS TO BECOME EFFECTIVE SPORTS PARTICIPANTS

Regular and consistent participation in physical activity is an important outcome for the Physical4Life approach. In addition to that, regular participation in physical education and physical activity will lead to good sports participation. It is the responsibility of the PE4Life Educator to consider the long-term development of the learner to become an effective sport participant. This means in particular to develop a young person in terms of their technical, tactical skills and physical fitness, their mental and psychological fitness and social or Life Skills.

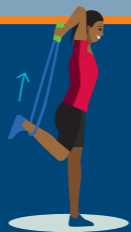
The educator can obtain the help of other stakeholders as mentioned previously for example school sports, Ministry of Sport and Youth, local clubs and national federations.

TECHNICAL & TACTICAL SKILLS

PHYSICAL FITNESS

MENTAL OR PSYCHOLOGICAL FITNESS

SOCIAL SKILLS





INTRODUCTION

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

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

Please note the following:

- 1** The key to a good session is **PLANNING** and **PREPARATION**.
- 2** The session should have clear **outcomes**.
- 3** Sessions should be **age appropriate**.
- 4** The venue for sessions should be **safe**, child and youth friendly.

PREPARING & STRUCTURING TRAINING SESSIONS

The sessions should include three phases following phases as illustrated in the diagramme below:

A. Warm-up	B. Application	C. Conclusion
1. Lead opening team circle.	5. Conduct the main part of the session, focused on the PE Topic.	7. Have a small sided game.
2. Introduce the PE outcome for the session.		
3. Introduce the PE4Life outcome.	6. Reinforce the Development outcome.	8. Cool down activity
4. Have a warm up activity		
		9. Closing Team Circle

A. WARM-UP

1. Opening Circle

The sessions start with an **opening team circle** as described below.

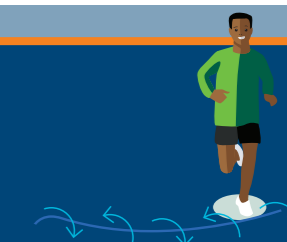
- The educator literally forms a circle with the learners. The educator is a part of the circle, not in the middle of the circle. The following happens during the opening team circle:

Step 1 – The educator welcomes the learners and creates a friendly, safe environment.

Step 2 – The educator has a **CONNECTED CONVERSATION** with the learners. The learners share any highlights, achievements or challenges.

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 – "Mary, what did you do this past weekend?"





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

- The educator **connects** the life skills and/or healthy life style 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, verbal communication, body language, hand signals etc. 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.

- The connected educator ends the session with a **CLOSING TEAM CIRCLE**. By now the players are normally tired so the educator and learners sit down in a circle. Again, the educator facilitates a **connected conversation**. The following happens during a closing team circle.



Step 1 – The educator reviews the session outcomes. Ask the learners to share what they learnt 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.

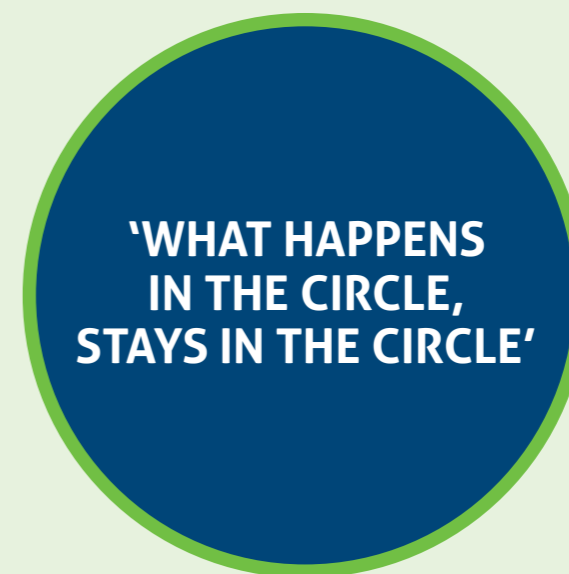
The **Connected Physical Education** approach may at first be difficult for both the educator and the learners. Having **connected conversations** will not come naturally for some educators. It will become easier as the educator develops more experience at **facilitating** the conversation and as the learners get used to the process.

The educator must not lecture to 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. The connected educator must make sure all the learners feel part of the group.

The duration of the closing team circle will vary from session to session. As educators become more comfortable facilitating connected conversations they will find that other opportunities arise during or around sessions to have informal connected conversations.

Educators should take care not to distract 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 experience. 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**:



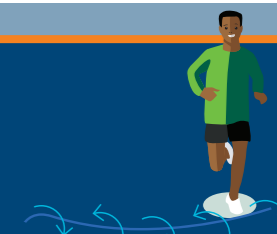
Encourage learners to show respect to their peers, listening, contributing, and acting responsibly. It is important during the connected conversations to get the learners to share their ideas and experience without fear of judgment or gossip.

2. Introduce the PE Outcomes

The educator introduces the session, explaining the intended outcomes, the planned activities and what is expected of the learners during the training session. Sometimes it may be more effective **NOT** to reveal the specific outcomes at this stage but to introduce it through the activities and then reflect on this later.

3. Introduce the Development Outcomes for the Session

The educator introduces Life Skill or Healthy Lifestyle topic through leading questions. It is preferred **NOT** to say, "today our outcome is leadership," but rather to ask leading questions e.g. "Can anybody tell me who the Mayor of our town is? The captain of the Namibian Netball team? The president of Namibian Football Federation? What do they all have in common? Yes, they are leaders. Today we are going to learn how to do a simple dance, but we are also going to learn about leadership."



4. Conduct the Warm-Up Activity

The educator then wraps up the team circle and conducts the warm-up activity with the learners. 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.

B. APPLICATION

5. Reinforce 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 on the warm up activity briefly and make a link with the Development outcome. The educator then organises the group to conduct the main part.

6. Conduct the main part of the session focusing on the PE topic.

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. Typical ways to vary your sessions will include:

- Reduce or increase number of repetitions.
- Increase or decrease distance.
- Increase or decrease 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 development outcome.

C. CONCLUSION

7. Small Sided Game or Activity

To end off the session the educator sets up a small sided game or a fun activity focused on the PE skill and the development outcomes.

8. Cool down

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

9. Closing Team Circle

The sessions finish with the **closing team circle**. Again, the educator leads a **connected conversation**. This is an opportunity for the educator to review the session with the learners. The educator encourages the learners to reflect and discuss their performance during the training session. In the closing team circle, learners should preferably be sitting since they may be tired. This is also the final opportunity for the educator to make an **intentional connection** between the sport skill outcomes and the Sport4Development outcomes. The educator must also emphasise how the personal development or healthy lifestyle topics could apply in their daily lives.

Remember –

- DON'T TELL them.
- ASK the learners,
- DON'T lecture
- INVOLVE the learners

The closing team circle can finish with a motivational chant.

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

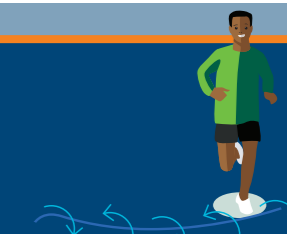
- When and where will your session take place?
- What is the size of the class and what age, phase and stage of development are the learners?
- What equipment and materials do you need?
- What variations can you have to make the exercises more challenging if necessary?
- How will you organise the session to ensure all learners have as many contacts 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?

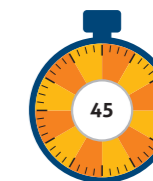
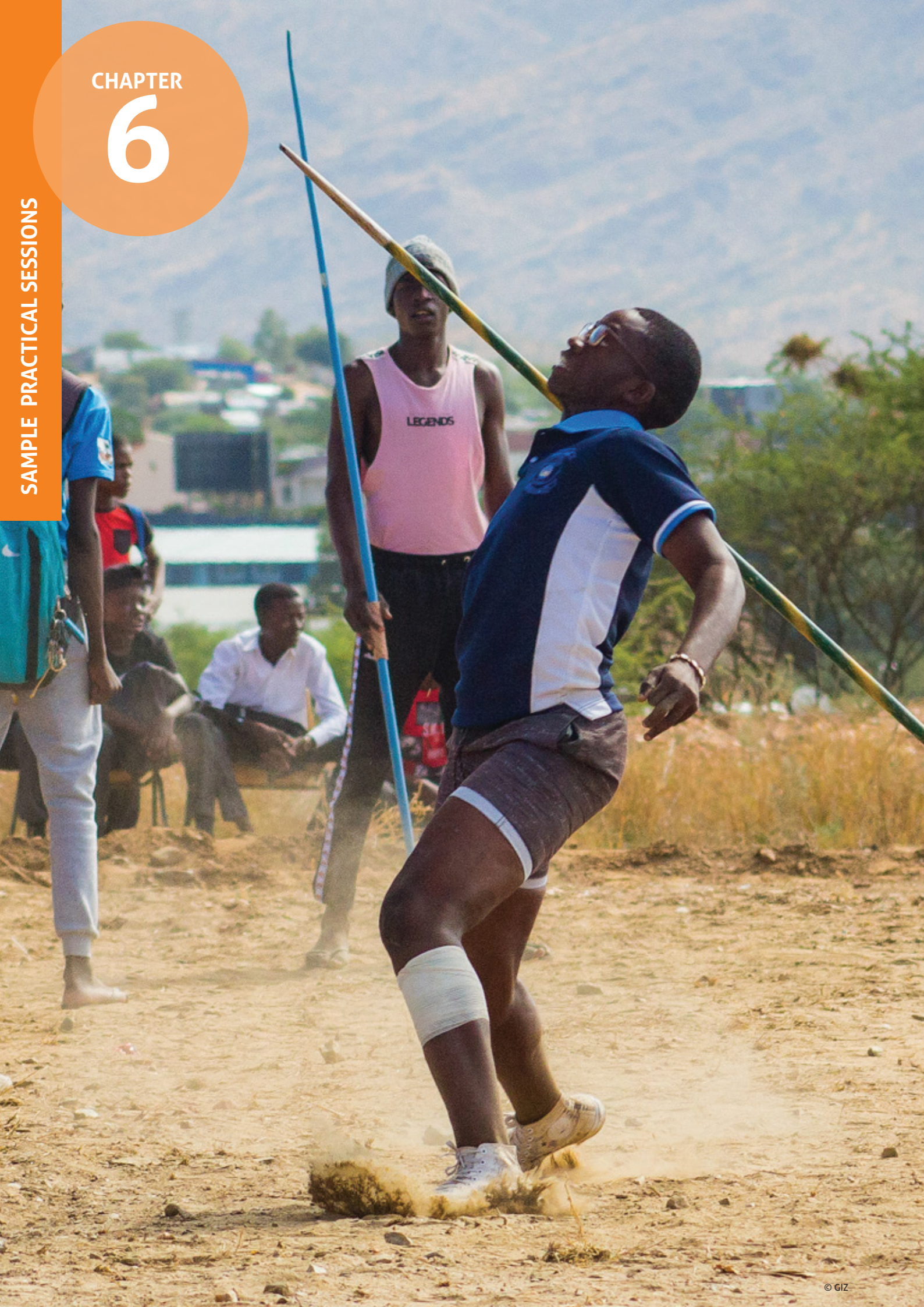
Problems often occur with sessions when:

- The educator does not have a clear focus and objectives for the session;
- The educator fails to involve all the learners; and
- The educator fails to retain the attention of the children and youth in 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; and
- There are long waiting times between activities.





SESSION 1

PHYSICAL & HEALTH-RELATED FITNESS

PE TOPIC MUSCULAR STRENGTH AND ENDURANCE

PERSONAL DEVELOPMENT/LIFE SKILL TOPIC: PLANNING AND PREPARATION

PE OBJECTIVES

Physical Education

1. Understand muscle strength and endurance exercises for skill development and assessment.
2. Participate in fun activities to increase muscular strength and endurance.
3. Identify different muscle groups and recognise activities relevant to each muscle group.
4. Understand the components of fitness.

Personal Development/ Life Skills Objectives

1. Learners are aware of the need to come prepared and ready for the PE4Life session.
2. Learners are aware of the need to plan for success at school and in their lives in general.
3. Learners are aware that planning and preparing are skills that can be learnt and practised.

Total Time for Session 45 minutes

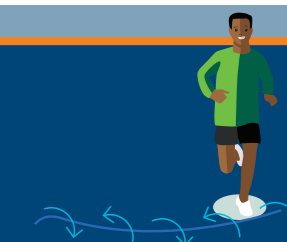
KEY MESSAGES ON MUSCULAR STRENGTH AND ENDURANCE

1. Muscular strength refers to the amount of force a muscle can produce in a single effort.
2. **Endurance** is the ability to withstand physical stress over prolonged periods. An endurance sport is therefore any sport in which there is a prolonged physical stress. At school level for example, an athletics event of 800 m and above would be considered an endurance event.
3. A football match at the school would also be an endurance event since the learners will perform better if they can remain physically fit for the entire duration of the match.
4. Although most high-performance sports people will improve muscular strength and endurance in a gym, in the context of schools in Namibia, exercises using their own body weight such as push ups, pull ups and sit ups are good ways to increase muscular strength.



Key Messages/Discussion points on Planning and Preparation

1. Young people at schools must strive for **success and wellbeing** in life.
2. Success can only be achieved through **planning and preparation**.
3. They must come to the PE lessons **fully prepared**, with the **correct attire**, ready and willing to perform to the best of their ability.
4. They must come on time. **Punctuality** is often a problem amongst young people. The educator should constantly remind the learners that coming late is a bad habit and results from poor planning and preparation and a lack of urgency.
5. Since the Physical Education lessons are only 45 minutes in duration, as little time as possible should be wasted by the learners in getting from their previous lesson to the PE lesson. i.e., besides punctuality, the learners should also display a sense of **urgency**.



PHYSICAL & HEALTH-RELATED FITNESS

PE TOPIC MUSCULAR STRENGTH AND ENDURANCE

PERSONAL DEVELOPMENT/LIFE SKILL TOPIC: PLANNING & PREPARATION



TIPS – How to integrate Planning and Preparation into your Physical Education Sessions?

1. Make sure that you **compliment** the learners who come on time, dressed properly and ready for the session.
2. Keep an **“Order of Merit”** throughout the school term. Award points for punctuality, readiness and general enthusiasm and helpfulness. Similarly, learners lose points for negative behaviour. Have a Physical Education floating trophy on a quarterly basis. Give the learner recognition at the school assembly, a certificate and possibly a small prize like a book voucher or movie voucher.
3. Make a big deal about the lack of urgency and arriving late for the sessions. Discuss the impact of their behaviour on the rest of the class. Ask them to state reasons for being late.
4. Ask the learners to reflect on the consequences of being late in real life. e.g.
 - » Arriving late at work
 - » For a job interview
 - » For an examination at university
5. Create opportunities during the session to practise planning and preparation. e.g. In the Game Activity “Spider Football” below, allow the learners to plan and prepare a strategy to score a goal and reach their objectives. Let them reflect if planning improved their performance.

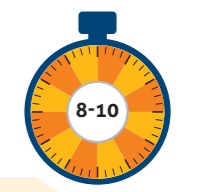
OPENING TEAM CIRCLE



- The educator **WELCOMES** the learners and creates a friendly, safe environment.
- The learners **SHARE** any important experience in their lives during the last week. The educator must ensure that different learners share during the sessions.
- The educator **INTRODUCES** the PE objectives for the session.
- The educator introduces the topic Planning and Preparation by reflecting on the preparedness of the learners as discussed above. e.g.
 - » “Well done Johannes! Thank you being on time. Give a round of applause to all of you on time and ready for the lesson?”
 - » “Why are you late today Monica? Do you have some ideas how Monica can be on time next time class?”
 - » Can you all work together to make sure everybody is on time class?

PHYSICAL & HEALTH-RELATED FITNESS

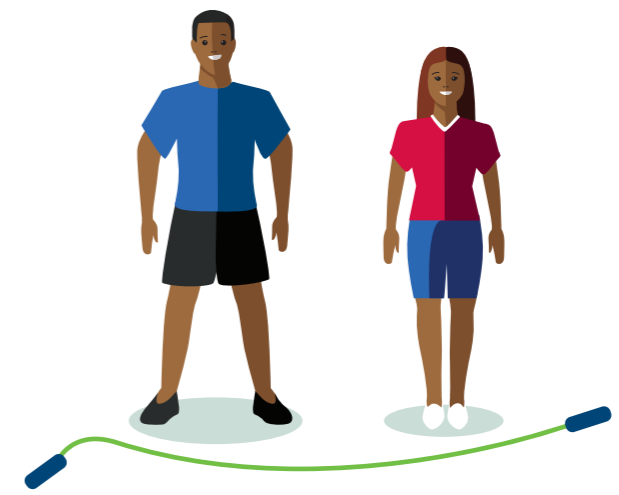
WARM-UP MUSCULAR STRENGTH AND ENDURANCE



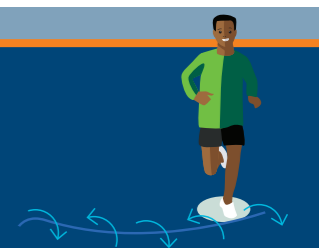
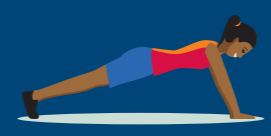
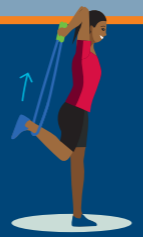
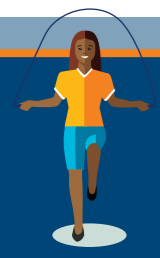
Skipping Ropes

EQUIPMENT

- SET UP**
1. Place skipping ropes on the ground randomly spaced.
 2. Arrange 2 learners per rope.
 3. Give instructions for different types of steps/jumps, each repeated at least 20 times.



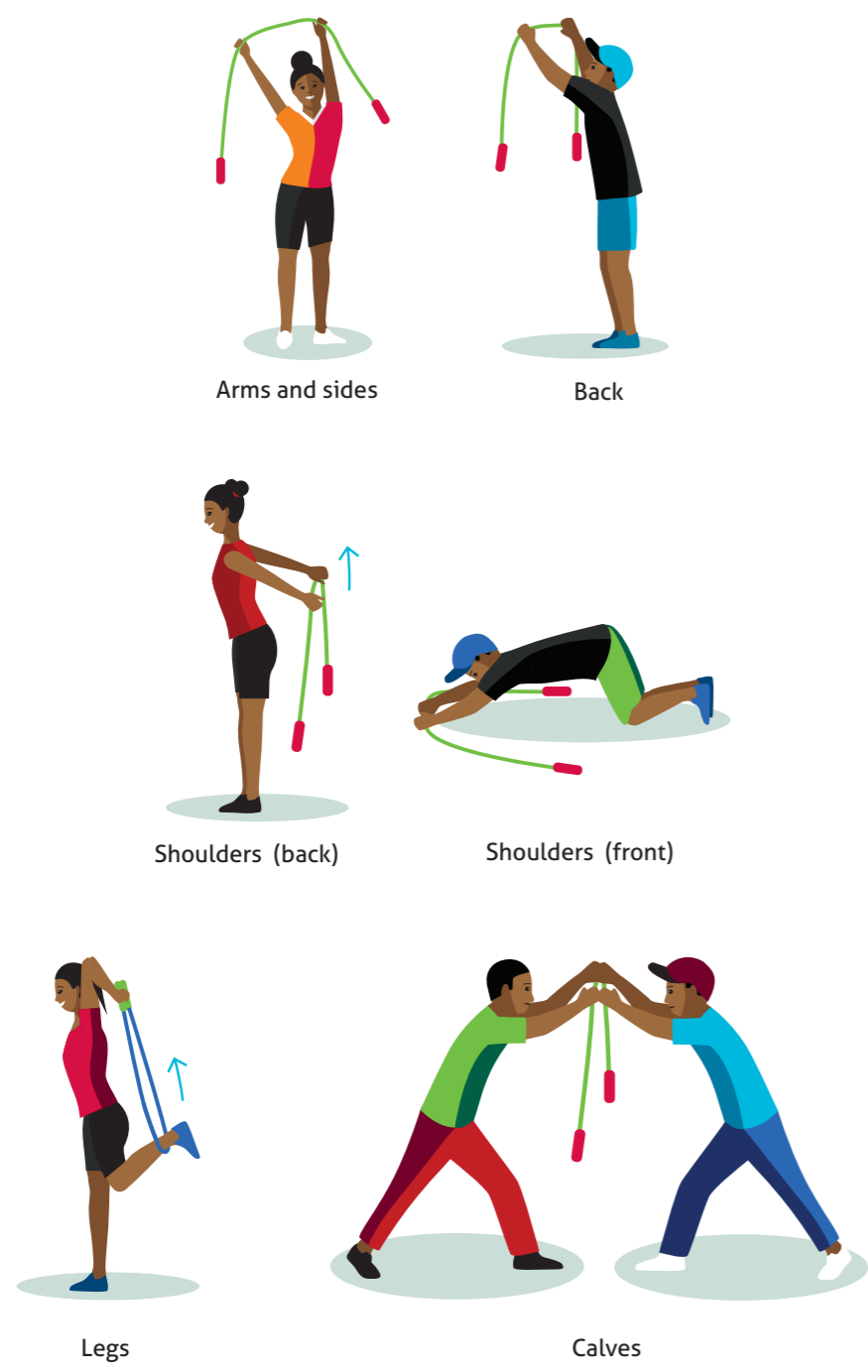
- ACTIVITY 1**
- Run on the spot over the rope
 - Jump over the rope with feet together
 - Jump over the rope on one leg sideways (5 x left/ 5 x Right...)
 - Jump with feet together then feet apart with each leg on one side of rope
 - Jump with feet apart then feet crossed
 - Who can do the most jumps over the rope in 30 seconds?
 - Repeat this 2 x times and compare results.



PHYSICAL & HEALTH-RELATED FITNESS

WARM-UP MUSCULAR STRENGTH AND ENDURANCE

• Mobility Stretches with Ropes (as below) **ACTIVITY 2**




PHYSICAL & HEALTH-RELATED FITNESS

APPLICATION 1 MUSCULAR STRENGTH AND ENDURANCE



MUSCULAR STRENGTH ACTIVITIES WITH A PARTNER

Balls (2 people / 1 ball)  **EQUIPMENT**

SET UP

1. Arrange learners in pairs +/- 2 meters apart
2. Create 2 lines (facing rows)
3. Make some circles with hands clenched to warm up your wrists!

ACTIVITIES

Repeat each activity for about 30 seconds (20 repetitions)

UPPER BODY STRENGTH with a partner in 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 (synchronized, like a dance)
- Try to step on each other's hand in push up hold (tap hands)



PHYSICAL & HEALTH-RELATED FITNESS

APPLICATION 1 MUSCULAR STRENGTH AND ENDURANCE

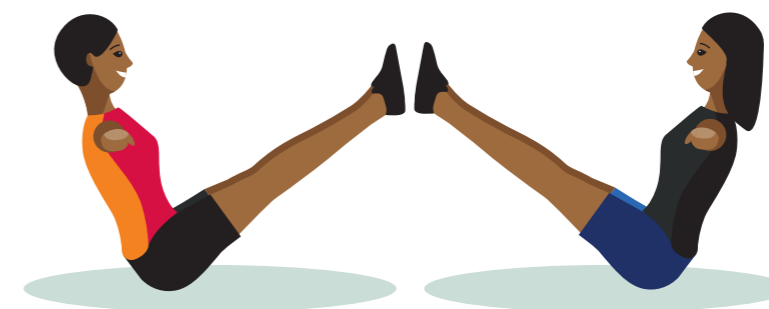
ABDOMINAL (ABS) AND CORE MUSCLES WITH A PARTNER IN SITTING POSITION

SET UP

Sitting with feet away from the floor, arms sideways

ACTIVITIES

- Hold position for 10 sec. with arms sideways. Wave at each other. Repeat 5x
- Hold position for 10 sec. with knees bent, your feet touching each other. Repeat 5x
- Move your legs like scissors and clap your hands under your knees.
- Repeat 10x
- 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. Sit up and pass the ball to your partner, who does the same.

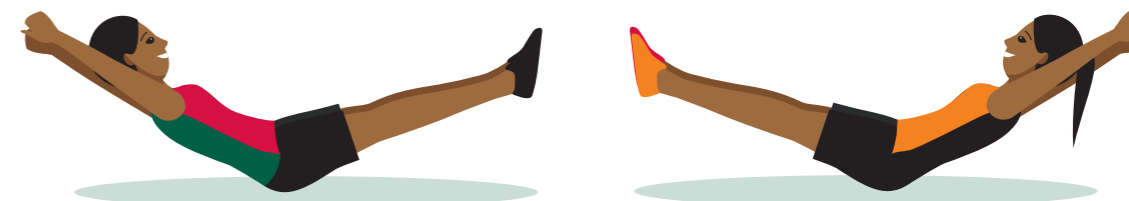


SET UP

Lying on your back with feet touching, arms up, hands above your head

ACTIVITIES

- "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 ("pen-cake" roll). Repeat 5 x Right then 5 x Left

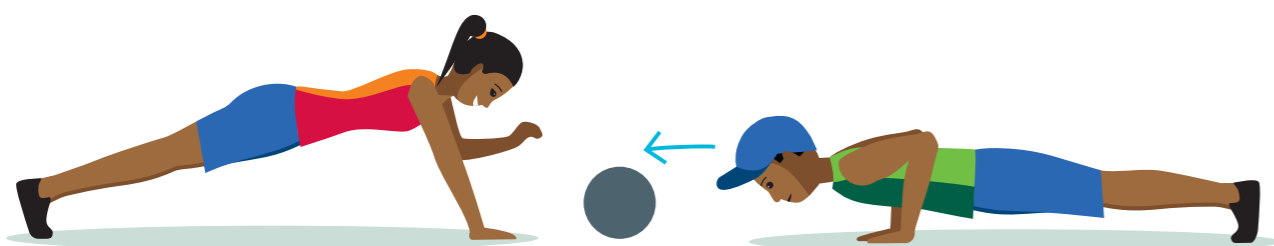


PHYSICAL & HEALTH-RELATED FITNESS

APPLICATION 1 MUSCULAR STRENGTH AND ENDURANCE

MUSCULAR STRENGTH ACTIVITIES WITH A PARTNER

- Arrange groups further away from each other, roll a ball to each other in push up hold
- Try to roll the ball with the head (bend arms to deep push up hold) and other stops the ball with one hand, repeat...
- Roll the ball with the one knee, stop the ball with hand, then repeat to both sides (this activity works on the shoulder girdle as well as on abs)



PHYSICAL & HEALTH-RELATED FITNESS

APPLICATION 2 - GAME ACTIVITY MUSCULAR STRENGTH AND ENDURANCE



4 chairs + 1 ball per group



EQUIPMENT

SET UP

1. Make sure the area is clear of any stones, glass etc.
2. Learners are randomly spaced. Their hands and feet are flat on the ground, first in a normal position, tummy facing down.
3. Alternate with a rear position with tummy facing up.



ACTIVITIES

- Spiders

Let the learners practice moving around on all fours, first tummies down, then tummies up. They must move in different directions.

- Spider football

Make goals with the chairs. The distance between the chairs can be varied to increase or decrease the difficulty of the exercise. Divide the learners into 2 teams. The learners play "spider football" first tummies down, then up.

After a few minutes, let them reflect on their performance and let them plan and prepare a strategy.

PHYSICAL & HEALTH-RELATED FITNESS

COOL DOWN MUSCULAR STRENGTH AND ENDURANCE

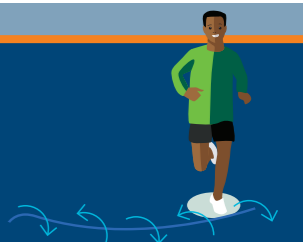


This session would have been quite taxing on the learners. Make sure that a proper cool down is conducted. Let the learners walk randomly in the area, shaking their arms and legs. Repeat some of the stretches done during the warm up.

The Educator REVIEWS

The session outcomes:

- Ask the learners to share their experience of the session.
- Emphasise the key learning points relating to planning and preparation. Let them reflect on the last activity and what difference planning and preparation made on their performance in "Spider Football"
- Recap how they will improve on their planning and preparation for the next session.
- Encourage the learners to continue muscular strength and endurance exercise on a regular basis. e.g. encourage them to sit ups and push ups at home and to jog regularly.



SESSION 2

THEORETICAL ASPECTS

PE TOPIC SAFETY

PERSONAL DEVELOPMENT/LIFE SKILL TOPIC: MOTIVATION, FOCUS



PE OBJECTIVES

1. Understand the main causes of sports related injuries.
2. Prevent injuries
3. Understand the importance of safe landing in sport.
4. Demonstrate and apply safe landing techniques
 - on feet
 - on hands
 - on back / side (safety roll)

Personal Development Objectives

- Learners motivate themselves and each other to achieve an objective or compete a task.
- Learners remain focused and avoid distractions at school and in life.

Total Time for Session 45 minutes

KEY MESSAGES ON MUSCULAR STRENGTH AND ENDURANCE

1. All educators should complete at least a level 1 First Aid course.
2. Educators must attempt to avoid the learners being injured or harmed in any way.
3. In the PE sessions, the most common injuries would be:
 - Ankle sprain – symptoms include pain, swelling and stiffness.
 - Bruises – a blow can cause small bleeds into the skin.
 - Concussion – mild brain from a blow to the head, usually in contact sports such as football, rugby even netball.
 - Cuts and abrasions – usually caused by falls. Mainly knees and hands are injured.
 - Dehydration – the sun in Namibia can be severe at times, make sure the learners drink enough water. Dehydration can lead to heat stroke.
 - Hamstring strain – symptoms include pain, swelling and bruising, usually caused by not warming up or cooling down properly.
 - Nose injuries – either bloody nose or broken nose, are caused by a direct blow.



As emphasised in all the sample sessions, the educator **MUST** create a safe environment for participation. Some issues to consider:

- Make sure that the area used for the session is suitable. It must be big enough for the learners to have fun and less likely to be injured.
- Make sure that the equipment used is safe and cannot cause injury.
- Use protective equipment where possible. e.g. shin guards in football.
- Consider the weather conditions and chose appropriate activities. Sometimes in extreme weather conditions, it may be best not having the PE4Life Session.

- Protect learners from the sun. Make sure there is shade available close by and encourage them to use sun screen. The opening and closing circles must definitely be done under shade.
- Communicate with parents and guardians and ask them to ensure the learners come to school prepared for the PE and PE4Life session.



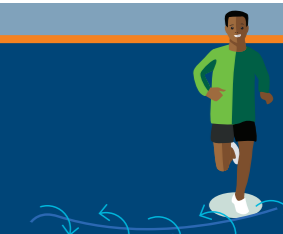
Key Messages - Motivation, Focus

1. The general trend internationally is that young people have become less physically active. Advancing technology such as mobile phones, tablets, the Internet etc have distracted young people. Educators have to find creative ways to increase their motivation and focus, not only to participate in physical activities regularly but also their motivation in general.
2. 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.
3. Here are a few techniques which can be applied to improve motivation and focus of the learners:
4. "What's in it for me?" Make learners understand the value of the activity, how it will impact positively on them.
5. 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.
6. Similarly, give them an opportunity to share ideas and make suggestions and implement their ideas where possible.
7. 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.
8. 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
9. 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 to integrate Motivation and Focus into your PE4Life sessions.

1. Constantly applaud good efforts by the learners and encourage the learners to applaud and motivate each other.
2. Create opportunities for the learners to support and assist each other during the session.
3. Adapt the activities so that all learners can achieve. Focus on quality and effort. The PE4Life approach puts more emphasis on effort and participation rather than achievement.
4. Encourage the learners to develop a class song, rap or a chant.



THEORETICAL ASPECTS

PE TOPIC SAFETY

PERSONAL DEVELOPMENT/LIFE SKILL TOPIC: MOTIVATION, FOCUS

OPENING TEAM CIRCLE

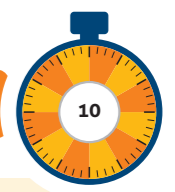


- The educator WELCOMES the learners and creates a friendly, safe environment.
- The educator asks specific learners to share how their week has been.
- The educator INTRODUCES the PE Objectives for the session.
 - Ask questions such as:
 - » Has anybody ever been injured during sport or even at home? (let the learner explain the circumstances, relate any pain, how long it took to recover, discomfort during the recovery period etc. The learners must get the message that suffering injuries is not pleasant, and they should make every attempt to avoid injuries.
 - » Explain to the learners that many sports require them to launch their bodies into the air.
 - » Explain that if they do not land safely after jumping or falling, this can cause injuries.
 - » Share examples from different sports?
 - » Explain that many times injuries are caused by your opponents, again ask them to relate who received a yellow or red card in a game or who was injured by an opponent.
- Introduce the life skill topic Motivation and focus by asking questions such as:
 - » Who has to do chores at home? Tell us what you have to do? Do you like to do chores? Why?
 - » Who likes to do lots of homework? Who likes to go out with their friends? Who like to go shopping?
 - » Get examples of activities that the learners are motivated to do and those that they are NOT motivated to do and compare the reason why.
 - » Indicate that it is important to do things because you WANT to and not because you have to.
 - » Indicate that the session will focus on motivating themselves and each other and being focused.

THEORETICAL ASPECTS

WARM-UP SAFETY

PERSONAL DEVELOPMENT/LIFE SKILL TOPIC: MOTIVATION, FOCUS



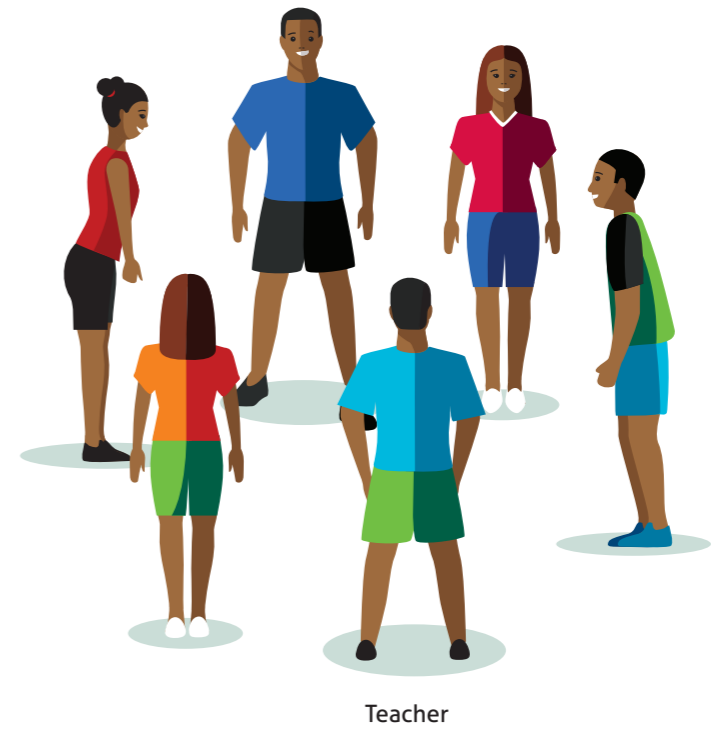
Music system
Music with medium speed for jumps



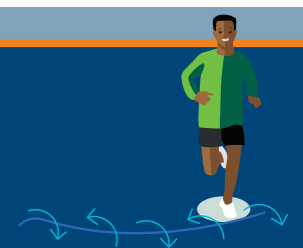
EQUIPMENT

Arrange learners in a circle.

SET UP



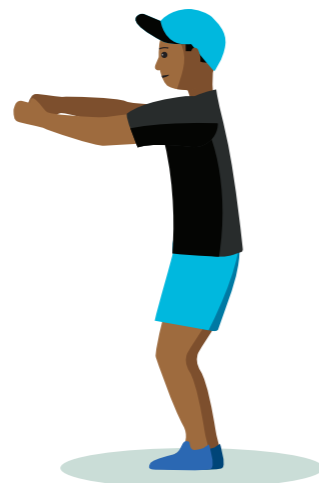
- ACTIVITIES**
1. Educator asks one learner to jump in the air and land safely.
 2. Applaud the learner and ask the class to applaud.
 3. Ask the learners for their ideas on landing safely. You can stimulate with them with questions such as:
 - Is it better to land on two feet or one foot?
 - Should your knees be straight or slightly bent? etc
 - Using the same learner, rectify his landing technique as follows:
 - » Land on both 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 [Keep chest up on landing];
 - » Keep knees slightly bent, never land on straight legs;
 - » Don't bend into too deep a squat- bad for knees;



THEORETICAL ASPECTS

WARM-UP SAFETY

PERSONAL DEVELOPMENT/LIFE SKILL TOPIC: MOTIVATION, FOCUS



4. Let the learners practise safety landing a few times with 2-3 small jumps on the spot followed with landing with the right technique. Hold landing position with arms forward or sideways (own choice) for 2-3 seconds, then repeat a few times
 5. Use "bouncy" music for a 2 minutes warm up routine involving different jumps. Whenever the music stops, learners must jump high and perform a safe landing then hold the position until music starts again. Teacher can give quick feed-back on the technique, remember to motivate them, "well done" then call out next type of jump, restart music.
 - Each type of jump is repeated about 8-10 times...
 - » jump on 2 feet with arms down
 - » jump on 2 feet with arms up
 - » jump on 2 feet with ¼ turns
 - » jumping jacks
 - » jump on 2 feet, the left knee up, 2 feet then right knee up alternating
- Play the same music, but this time all jumps must be performed in locomotion (move randomly with the jumps), when music stops, practice safe landing).

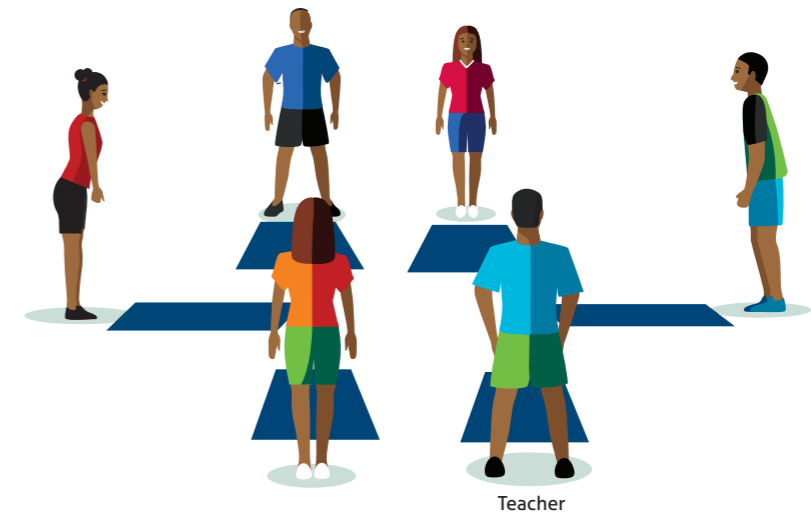
THEORETICAL ASPECTS

APPLICATION 1 - LANDING ON HANDS SAFETY



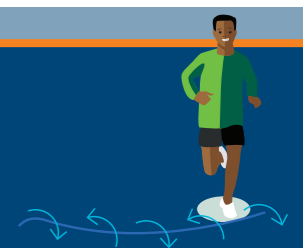
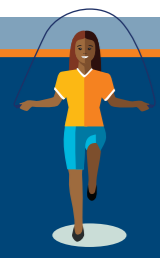
EQUIPMENT
Gymnastics mats/ fitness / yoga mats or softer surface (i.e. soft sand/grass)

SET UP
Arrange learners in groups behind lines / mats facing the centre



Try this with a "Mexican Wave," fall forward and land on hands one by one.

- ACTIVITIES**
1. Teachers demonstrates a safe landing on hands and stomach
 2. Starting position-stand on knees with arms stretched forward.
 3. Fall forwards, reaching to the ground with hands, bending wrists, then elbows to absorb the shock.
 4. Land on stomach with head turned sideways to prevent the chin knocking the ground.
 5. Learners start on their stomach with their hands under their shoulder, knees bent, feet up. Push up to baby push-up position, then fall back onto your stomach gently with the head turning sideways.
 6. Practice this several times.
 7. Practice the same skill with a partner behind you.
 8. Partner pushes you forward gently. Repeat 5 x, then swop. See how many times can you do safe landing on hands in 15 seconds? (It is like push ups).
 9. Try falling forward from a squat position.
- Educators must encourage the learners to give feedback to their partners. Help each other to improve safe landing and to remain motivated and focused on landing safely.



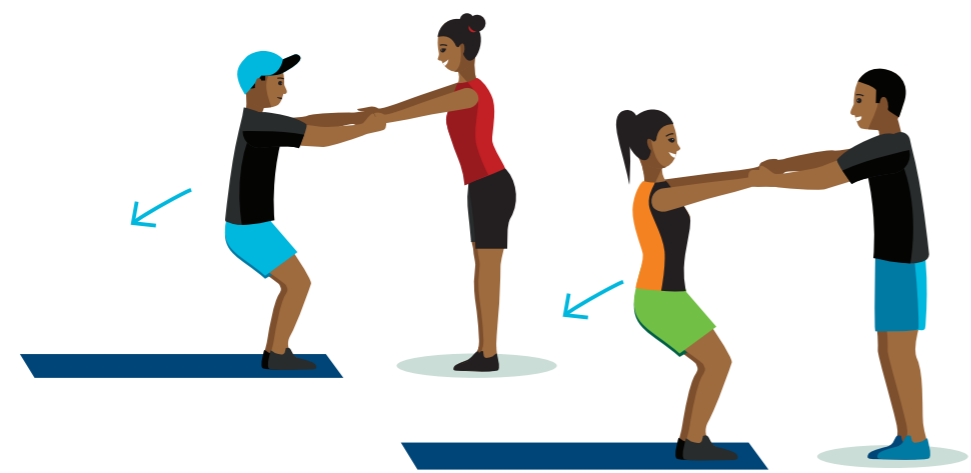
THEORETICAL ASPECTS

APPLICATION 2 - LANDING ON BACK OR SIDES (SAFETY ROLL) SAFETY



Gymnastics mats/ fitness / yoga mats or softer surface (i.e. soft sand/grass) **EQUIPMENT**

SET UP



ACTIVITIES

1. Teacher demonstrates the **safety roll**:
 - Starting position standing
 - Lower yourself to squat standing
 - Roll backwards through sitting onto your back with your arms in front of your body. Never place your hands behind you with arms straight!
2. Stand with a partner, holding hands. Descend to squat standing then roll backwards while keeping hands in front of you or fold them on your shoulder.
3. Get up with the help of your friend. Repeat a few times, then change roles.
4. Partner pushes you backwards gently, practice safety roll.



THEORETICAL ASPECTS

APPLICATION 3 - CIRCUIT / STATIONS SAFETY

Chairs or blocks, hula hoops, steps or benches **EQUIPMENT**

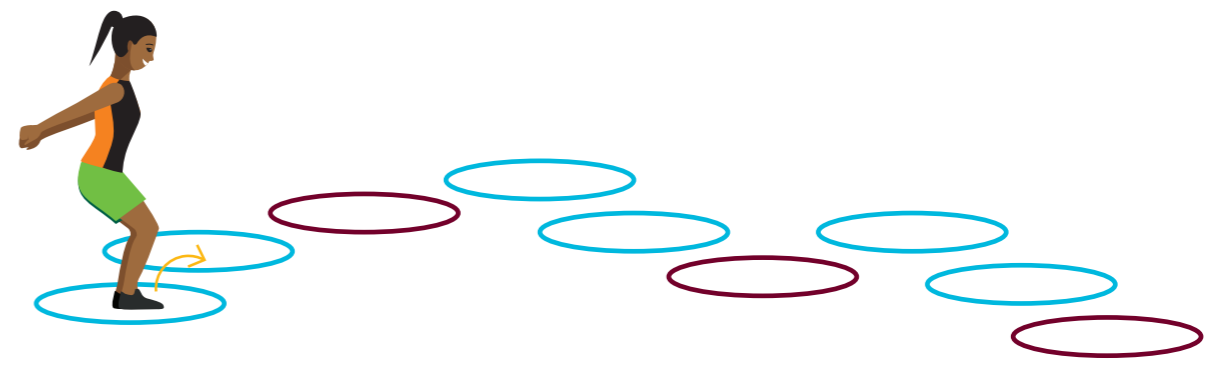
SET UP

1. Arrange different stations for different types of landing.
2. Divide learners in 4 groups to do mini circuits. Stay at a station for 1,5 minutes (few repetitions).

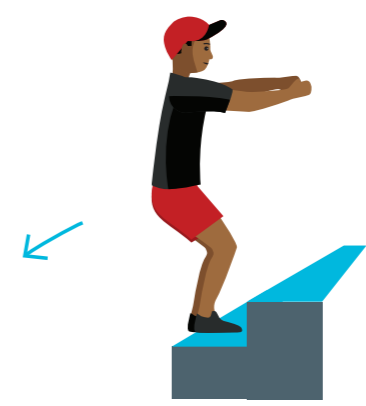
ACTIVITIES

A

1. Jump into hoops on 2 feet, perform safety landing -hold 2 seconds in every red hoop. On the way back to starting point do different types of walks, runs, gallops.



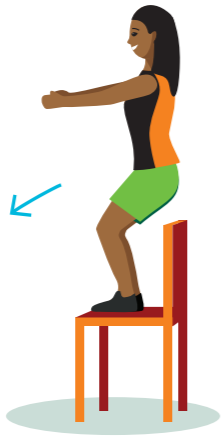
2. Stand on a chair / step or bench and jump backwards with safety landing.



THEORETICAL ASPECTS

APPLICATION 3 - CIRCUIT / STATIONS SAFETY

3. Step up onto a chair, then jump off with safety landing.



4. Do a safety roll backward.



B You can also use this as a circuit, keep moving anti clockwise.

NOTE TO EDUCATOR:

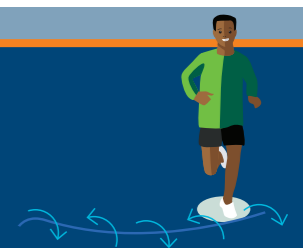
Remember to constantly remind the learners of the life skill throughout the session. They must FOCUS on landing safely to avoid injuries and they must MOTIVATE each other to perform the landings correctly.

THEORETICAL ASPECTS

COOL DOWN, CONCLUSION AND CLOSING TEAM CIRCLE SAFETY



1. Perform simple stretches. Walk slowly to a shaded area for the closing circle. Sit down with the learners.
2. Review the session objectives. Re-enforce safe landing by asking different learners to highlight different components of landing safely.
3. Review the life skills outcome, reflect on the experience of motivating each other and giving each other feedback.
4. Encourage the learners to try to keep up their motivation levels and remain focused if they want to achieve their goals in life.
5. Explain that if they need help from their peers or the educators, they should not feel free to ask.
6. Close the session

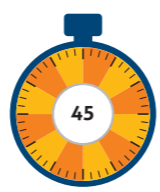


SESSION 3

PHYSICAL AND HEALTH RELATED FITNESS

PE TOPIC HEALTH RELATED FITNESS AND WELLBEING

PERSONAL DEVELOPMENT/LIFE SKILL TOPIC: SELF DISCIPLINE



PE OBJECTIVES

1. Learners understand the importance of being physically active on a regular basis.
2. Learners understand the core components of physical fitness.
3. Learners understand the basic principles of improving their fitness.
4. Learner understand that attaining physical fitness is affordable and accessible to everyone.

Personal Development / LIFE SKILLS Objectives

1. Learners understand that they will only achieve their goals in life by being disciplined.
2. Learners understand that they must take responsibility for their own success.

Total Time for Session 45 minutes



KEY MESSAGES / DISCUSSION POINTS

Physical Education

The benefits of physical activity include:

- Helps you live longer and prevent many chronic diseases, such as heart disease, high blood pressure and type 2 diabetes.
- Improves cardiorespiratory and muscular fitness.
- Raises your metabolism and helps you lose weight more easily.
- Helps reduce stress, anxiety, and depression and improve your mood.
- Physical activity increases bone density.
- Physical activity improves your overall quality of life.

The primary components of health-related fitness are:

- Cardiorespiratory capacity - the ability of the body to take in oxygen (respiration), deliver it to the cells (circulation), and use it to create energy;
- Muscular capacity refers to the spectrum of muscular capability. This includes muscular endurance, muscular strength and muscular power;
- Flexibility is the range of movement or amount of motion that a joint is capable of performing; and
- Body composition is the proportion of fat-free mass (muscle, bone, blood, organs, and fluids) to fat mass.

The secondary components of health-related fitness include:

- Balance
- Coordination
- Agility
- Reaction time
- Speed
- Power
- Mental capability

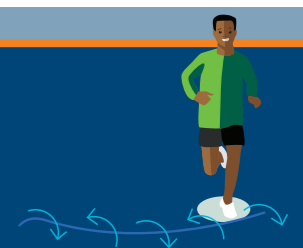
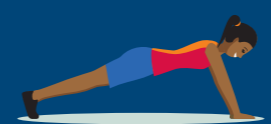
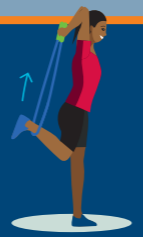
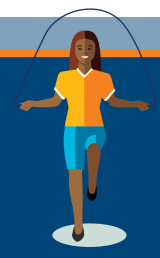
Personal Development/Life Skills

- We need to develop the correct habits in our daily lives in order to achieve success. Sticking to these habits requires self-discipline.
- We must express gratitude and appreciate what we DO have and not constantly focus on what we DON'T have.
- Understand your strengths, weaknesses and capabilities.
- Act to overcome your weaknesses.
- Set active goals for yourself in life, take disciplined actions to achieve your goals.
- Perform within your capabilities but also take risks occasionally.
- Avoid procrastination – complete your tasks and goals while you have enough time to complete them. Lost time can never be regained.
- Learners should avoid bad influences and rather associate themselves with positive role models.

OPENING TEAM CIRCLE

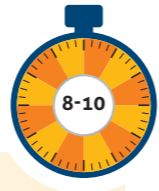


- The educator WELCOMES the learners and creates a friendly, safe environment.
- The learners SHARE any important experience in their lives during the last week.
- The educator introduces the topic by asking leading questions such as:
 - » Simon, can you share some of your goals in life.
 - » Mary, do you have goals?
 - » Have you written your goals down?
 - » How can you make sure that you achieve your goals in 5- or 10-years' time?
- Guide the learners to understand that developing good self-discipline and healthy habits at a young age will help them to achieve their goals for success in life.




PHYSICAL AND HEALTH RELATED FITNESS

WARM-UP HEALTH RELATED FITNESS AND WELLBEING



EQUIPMENT

Cones, whistle 

SET UP

Learners pair off. Each learner has number 1 or 2.


- ACTIVITY**
1. The educator blows the whistle and shouts 'ONE', the learner demonstrates a stretching activity for their partner.
 2. The educator blows the whistle, the other partner now leads a light aerobic activity for their partner, e.g. jogging on the spot, knee lifts, star jumps etc.

PHYSICAL AND HEALTH RELATED FITNESS

APPLICATION 1 HEALTH RELATED FITNESS AND WELLBEING



EQUIPMENT

Cones 

- SET UP**
1. Place cones at 10, 20, 30 and 40 m intervals from the starting point.
 2. Remain with your partner. Take turns to do the activity. After each distance, give your partner feedback before you tackle the activity.
 - Did you do the required number of runs?
 - Did you put in maximum effort?
 - Were you focused and disciplined?

- ACTIVITY**
1. Learners sprint to each cone with a walk back recovery between runs (Hollow Period):
 - 6 x 10 m
 - 5 x 20 m
 - 4 x 30 m
 - 3 x 40 m
 - 2 x 50 m


NOTE TO EDUCATOR

Make sure students are **SPRINTING** out to cones. They can walk back as slow as they want as long as they are moving (resting).

PHYSICAL AND HEALTH RELATED FITNESS

APPLICATION 2: GAME HEALTH RELATED FITNESS AND WELLBEING

EQUIPMENT

Cones 

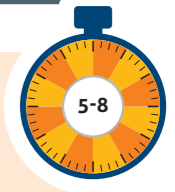
SET UP

This activity must take place on grass or sand. The learners will be scrambling and falling, take care that no injuries occur. Emphasise that they may not push each other. Divide the learners into smaller groups of maximum 10 per group to avoid injury.

- ACTIVITY**
1. Cones are placed about 40 m from the start line.
 2. On the whistle the learners must sprint to grab a cone.
 3. If there 10 learners on the start line, there should only be 9 cones.
 4. Repeat and reduce the number of cones one by one until there are two learners left sprinting for one cone.

PHYSICAL AND HEALTH RELATED FITNESS

CONCLUSION - CLOSING TEAM CIRCLE AND COOL DOWN. HEALTH RELATED FITNESS AND WELLBEING



1. Let all the learners walk slowly from the starting point to a set of cones 40 m away. While walking one of the learners can lead simple cool down stretches.
2. Call all the learners together, be seated and review the session.
3. What part of their fitness did they improve during this session?
4. Speed, reaction time?
5. Share experiences on the feedback given by your partner. Did your partner help you to improve your performance?
6. Did your partner help to improve your self-discipline?
7. Highlight any other key messages.

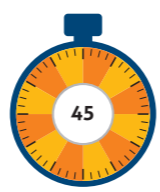


SESSION 4

APPLIED MOVEMENT SKILLS

PE TOPIC GAMES – PLAYFUL BALL SKILLS

PERSONAL DEVELOPMENT/LIFE SKILL TOPIC: GOAL SETTING



PE OUTCOMES

1. Demonstrate fundamental ball skills like bouncing, throwing, catching rolling
2. Apply basic ball skills in modified ball games in teams

Personal Development / LIFE SKILLS OUTCOMES

1. Learners learn about short and long-term goal setting

Total Time for Session 45 minutes



KEY MESSAGES

- Learners should be encouraged to envision their 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.
- If you want to become fit and healthy, then you must participate in physical activity and sport.
- If you want to get a good pass mark, then you must study and do your homework and assignments.

- S–Specific
- M–Measurable
- A–Achievable
- R–Realistic
- T–Time bound

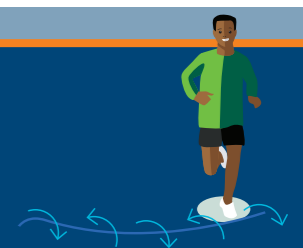
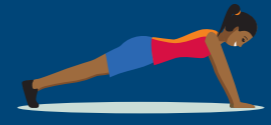
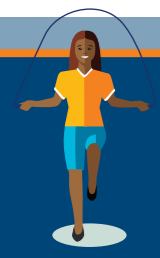
Tips to integrate

- Create opportunities during the session for the learners to set and achieve goals.
- In the opening and closing circles, ask the learners to share their visions. e.g. What do you want to be when you are an adult?
- Develop a “Buddy” system and let learners share goals with each other. (Often learners, especially teenagers in grades 10 and 11, may not be comfortable sharing their visions and goals with the educator and/or a larger group.)
- Get the learners to write down their goals.
- Let them also develop specific goals relating to their health and physical wellbeing.
- Reflect on these goals as the season progresses.



OPENING TEAM CIRCLE


- The Educator WELCOMES the learners and creates a friendly, safe environment.
- In this session learners may share personal thoughts with each other and with the group.
- Emphasise that we are there to support each other, also emphasise confidentiality.
- The Learners SHARE any important experience in their lives during the last week.
- The Educator introduces the topic of Goal setting by asking leading questions of specific learners such as:
 - » Johannes can you describe yourself at the age of 30? And you Frieda?
 - » So Benikina, you heard Frieda describe herself at the age of 30, do you think she can achieve that?
 - » Rachel, what actions do you think we should take if we want to achieve success in life?
- The educator INTRODUCES the outcomes for the session.



APPLIED MOVEMENT SKILLS

WARM-UP GAMES – PLAYFUL BALL SKILLS



5 balls  EQUIPMENT

Learners spaced out randomly with a few balls on the ground. SET UP

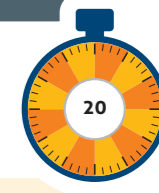



ACTIVITIES

- **Run – stop- stretch mobility warm up activity:** Run on the spot at a medium speed for about 15 seconds, when the educator shouts out “ Stretch”, stop and follow the activity demonstrated by the educator. Each mobility stretch activity is repeated 10 x.
- 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
- Three taggers are identified with a red hat or 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 is announced at the end of each period of 30 seconds. The person who was tagged must stop (stuck) with their legs wide opened (straddle stand) with arms out (arms sideways) and wait until someone picked up a ball from the ground and rolled it between their legs to set them free.
- After 30 seconds choose 3 other taggers from those who managed to get more people from getting “stuck”.
- Play several rounds and announce the ultimate winner.

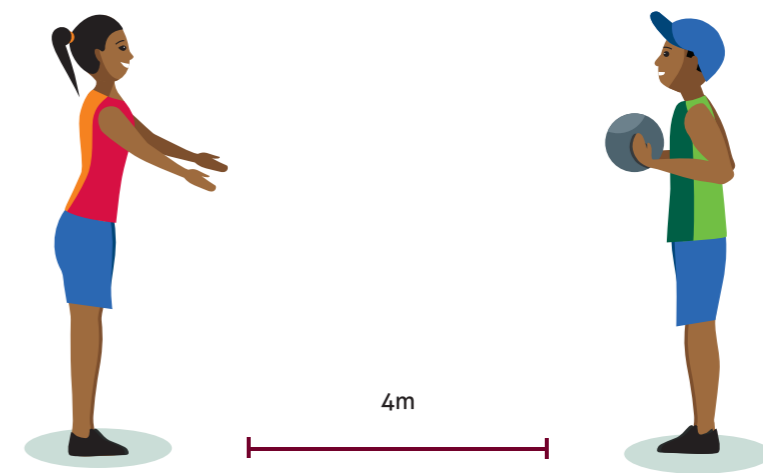
APPLIED MOVEMENT SKILLS

APPLICATION 1 - LEARNING VARIOUS BALL SKILLS
GAMES – PLAYFUL BALL SKILLS



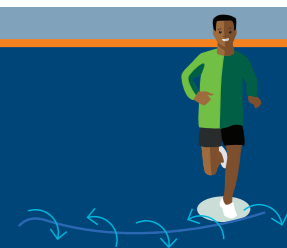
Balls – 1 ball per two learners.  EQUIPMENT

Each learner finds a partner. Stand 4 meters apart, facing each other. SET UP



ACTIVITIES

- 2 hands pass to each other, pushing the ball away from your chest.
- Repeat 20 x/each
- Throw and catch while running on the spot...
- Throw clap your hands catch...
- Throw, clap your hands 3 x, catch...
- Throw, turn around your own axis (full turn), catch. Turn Left, next time turn Right...
- Throw, touch the ground with both hands, catch...
- Throw touch the ground with your buttock (sit down for a moment), while your partner bounces the ball Right, Left, Right, Left, then throw back to you
- Throw, lie down on your stomach, get up quickly, while your partner bounces the ball Right, Left, Right, Left, then throw back to you

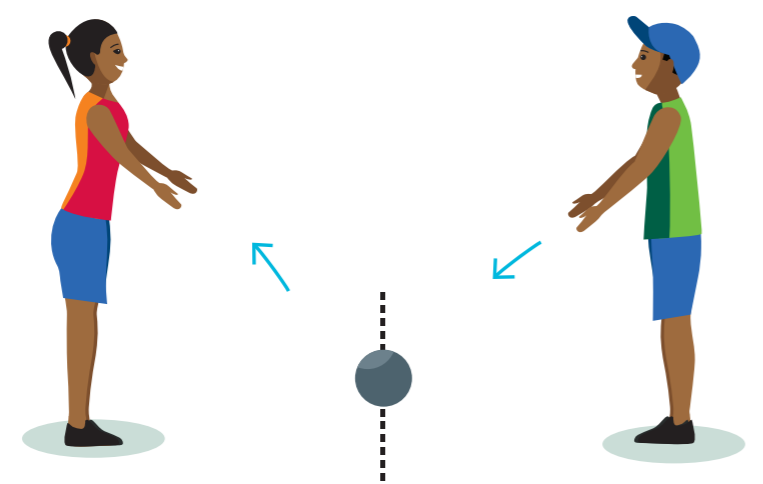


APPLIED MOVEMENT SKILLS

APPLICATION 1 - LEARNING VARIOUS BALL SKILLS
GAMES – PLAYFUL BALL SKILLS

REBOUND ACTIVITIES

- The learner that has the ball bounces the ball towards the mid -line. The ball should rebound from the ground and land into the hand of the partner.
- After the learner has pushed the ball away he/she turns around once.
- Same rebound motion with the ball but instead of turning around the learner runs forward touching the midline and runs backwards to the starting point. As the learner is running the partner bounces the ball,alternating between the right and left hand with 4 bounces in total.
- After the learner pushes the ball to the midline he/she does one stretch jump (with arms swinging up) and landing on two feet, and then quickly receives the ball from the partner.



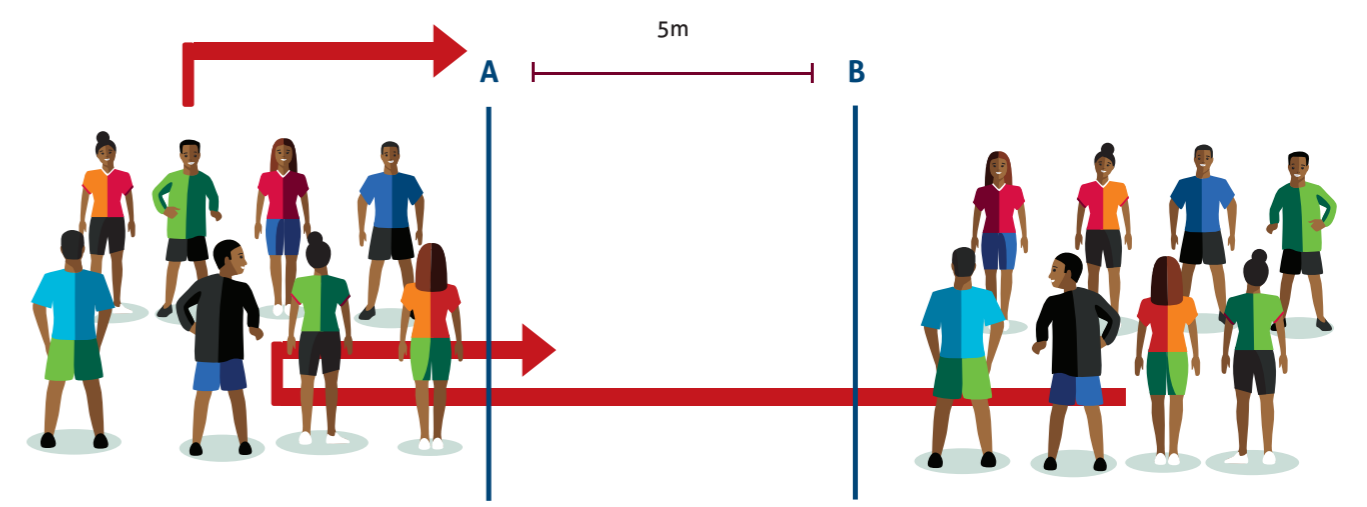
APPLIED MOVEMENT SKILLS

APPLICATION 2 - GAME ACTIVITY GAMES – PLAYFUL BALL SKILLS

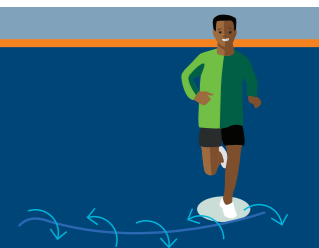
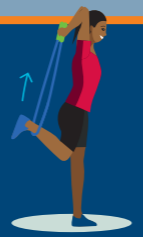


1 ball per group, lines or beacons to mark starting and finishing point. **EQUIPMENT**

Arrange groups for relays. Half each group and line them up facing each other. i.e. if there are 4 groups of 8, put 4 learners on one side, 4 on the other side. This way we avoid long lines and long waiting. **SET UP**



- ACTIVITIES**
- Relays with basic balls skills practised in the first part of the lesson.
 - Each learner goes once, starting from Line A, then joining end of Line B
 - When all learners are on the other side, announce the winner between Group 1.-2.-3
 - Now allow the groups to discuss how they can improve their performance. Encourage them to set goals.
 - Repeat each type of activities 3 times.
 - Run with the ball in your hand then hand into next learner's hands
 - Run while catching and throwing the ball
 - Run while bouncing the ball with your Right hand
 - Run while bouncing the ball with your Left hand



APPLIED MOVEMENT SKILLS

CONCLUSION - CLOSING TEAM CIRCLE GAMES – PLAYFUL BALL SKILLS



The Educator REVIEWS

The session outcomes:

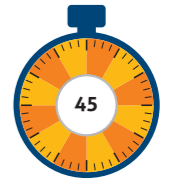
- Ask the learners to reflect on the session, what did they enjoy, what did they learn, what can be improved.
- Reflect on the difference it made to the relay activity when they could discuss their performance and set goals. Did they improve? Why?
- Emphasise some of the key messages by asking questions and conclude the session.

SESSION 5

APPLIED MOVEMENT SKILLS

PE TOPIC DANCE AND EXPRESSIVE MOVEMENT

LIFE SKILL TOPIC: COMMUNICATION



PE OBJECTIVES

1. Understand the importance of dance to promote lifelong physical activity for health and well-being.
2. Refine movement expression in relation to dance in different settings.
3. Demonstrate their own movement expression.
4. Demonstrate some basic dance step and arm movements.
5. Apply movement patterns in a specific order.
6. Perform a prescribed sequence with music.

Personal Development/LIFE SKILLS – Objectives

1. Learners practise communicating with each other effectively.
2. Learners give feedback to each other and to the educator.
3. Demonstrate an understanding of the importance of effective communication at school and in their daily lives.

Total Time for Session 45 minutes

KEY MESSAGES ON DANCE

- Dance is a way of moving that uses the body as an instrument of expression and communication.
- 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.
- Dancing can improve muscle tone, strength and endurance.
- Dancing is a good way to make new friends.
- There are many careers in dancing, either as a teacher or performer.



KEY MESSAGES/DISCUSSION POINTS ON COMMUNICATION

- Encourage learners to communicate with each other and with the educator.
- Encourage learners to share their thoughts, opinions, needs and concerns.
- They must assert themselves, make their voice known.
- Stress the importance of non-verbal communication e.g.
 - » Body language
 - » Eye contact
 - » Hand gestures
- Tone of your voice



- Know when to smile and laugh. Don't laugh when a serious topic is discussed.
- Nod to show interest or understanding.
- 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. This session has some choreographed dance movements which require the learners to listen carefully and implement the instructions. In a group dance sequence, it is very important that all listeners hear the same message.
- Show empathy for others. Learners may sometimes share personal stories. Learners must be encouraged to show understanding and support for their fellow Learners.
- Respect the ideas of your fellow learners.
- Feedback – Giving and receiving feedback is an important communication skill.
- The PE4Life approach emphasises the fact that the learners must be given the space to give feedback to the educator.
- Communication is a cross cutting or generic skill that will apply in different ways in all Physical Education sessions.
- Educators may be familiar with a more didactic approach to learning. One of the fundamental principles of the PE4Life approach is for the learners to have a voice.



TIPS – How to Integrate effective Communication into your Physical Education Session.

- The PE4Life educator must create as many opportunities for learners to practice 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 dance 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.
- This may not come naturally at first but create as many opportunities as possible to hold hands, show empathy, congratulate and affirm each other.



OPENING TEAM CIRCLE

- The educator **WELCOMES** the learners and creates a friendly, safe environment.
- The learners **SHARE** any important experience in their lives during the last week.
- The educator **INTRODUCES** the outcomes for the session.
- The educator introduces the topic **COMMUNICATION** through leading questions such as:
 - » What is communication?
 - » What are the different forms of communication? Talking, writing, listening, body language, facial expression etc.
 - » Why is it important that we communicate effectively with each other, with our parents, our teachers?

The educator must stress that the learners all have a voice and encourage them to communicate freely during the session.



APPLIED MOVEMENT SKILLS

WARM-UP DANCE AND EXPRESSIVE MOVEMENT



Sound system, USB / laptop with selected music for the session



EQUIPMENT

SET UP



music

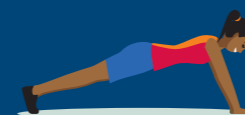
ACTIVITY

Use a piece of music of choice by educator (something popular amongst the learners)

1. Learners clap the beats while walking on the spot
2. Start walking in any direction with the use of rhythm of the music (always start with Right foot)
3. Perform a sequence of 4 walking steps – 4 skips
4. Perform a sequence of 4 walking steps – 4 skips - 4 straddle close jumps
5. Add another activity to the sequence of 3 different movement forms: step Right foot and lift Left knee, then step Left foot and lift Right heel
6. Perform this sequence of 4 different movements continuously
7. Repeat sequence with a ¼ turn Left and clap hands after each movement type (1-2-3 turn + clap)

NOTE TO EDUCATOR:

These are mere guidelines. If you are more familiar with other movements, please feel free to adapt.



APPLIED MOVEMENT SKILLS

APPLICATION - CONTENT DANCE AND EXPRESSIVE MOVEMENT



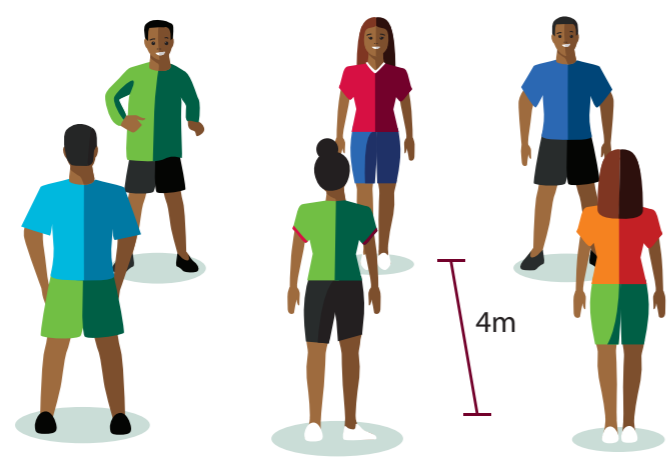
Boom box and USB / laptop with music of prescribed sequence (Shape of You - Ed Sheeran)



EQUIPMENT

Each learner finds a partner. Stand 4 meters apart, facing each other.

SET UP



APPLIED MOVEMENT SKILLS

APPLICATION - CONTENT DANCE AND EXPRESSIVE MOVEMENT

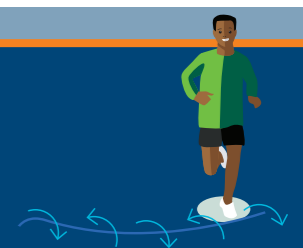
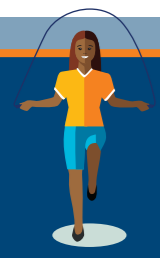
- Combine block 1 and 2 and with music and repeat at least 3 x
- Teach 3rd movement block: RUNS AND SKIPS (4 x 8 beats)
- Do this 1st with no music, only count out loud
- Practice at least 3 x
- Combine block 1, 2 and 3 with music and repeat at least 3 x
- Teach 4th movement block: BENDS (4 x 8 beats)
- Do this 1st with no music, only count out loud
- Practice at least 3 x
- Combine block 1, 2, 3 and 4 with music and repeat at least 3 x
- Teach 5th movement block: JUMPS (4 x 8 beats)
- Do this 1st with no music, only count out loud
- Practice at least 3 x
- Combine block 1, 2, 3,4 and 5 with music and repeat at least 3 x
- Movement block 4: BENDS (4X8 beats) repeats again just add to the sequence and practice from the beginning a few times.

NOTE TO EDUCATOR

There will be not be enough time to learn the whole sequence in one lesson. This dance sequence can be divided into two or three lessons. It will be up to the educator to assess the progress of the learners. Let the learner's practice and enjoy what they learnt thus far and work on the quality of movement. Educators may choose different dance sequences and music. This is merely a guideline.

ACTIVITY

- Educator explains and demonstrates the sequence. Ask a learner to explain and demonstrate.
- Use mirror image for demonstration and teaching: face learners.
- Start everything to the left (it will mean right for the learners as it is prescribed in the sequence below)
- It is best to point the direction. Rather ask them to follow your hand signals than your verbal instructions. Point out the difference between verbal communication and body language. Ask the learners to reflect what is easier and why?
- Teach 1st movement block: INTRO (2 x 8 beats)
- Teach 2nd movement block: STEPS and ARM SWINGS (4 x 8 beats)
- Do this 1st with no music, only count out loud
- Practice at least 3 times.



APPLIED MOVEMENT SKILLS

COOL DOWN DANCE AND EXPRESSIVE MOVEMENT

Do simple cool down stretches. e.g.

- Learners pair up. One leans against the other, keep back heel on the ground and feel the stretch in the back of the legs. Swop roles.
- Hold one arm on the shoulder of your partner, bend your knee and lift your foot with your freehand.
- Stand in a straddle position with your hands stretched above your head. Stretch to the left and then to the right.
- Stretch out your back and the backs of your legs by keeping them perfectly flat and straight and bend your body at right angles.
- Keep stretches for at least 20 seconds. Remember let the learners do the counting.

APPLIED MOVEMENT SKILLS

CONCLUSION - CLOSING TEAM CIRCLE



The Educator REVIEWS

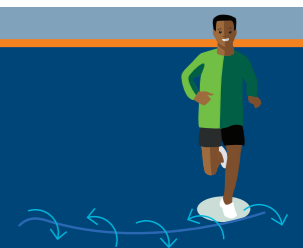
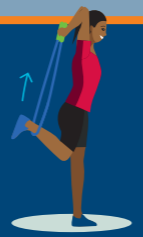
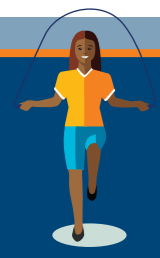
The session outcomes:

- Ask the learners to share their experience of performing the dance movements. Specifically ask quiet learners who may not have expressed themselves much during the session.
- Reflect on their COMMUNICATION experiences. Ask the learners to highlight a few key points.
- Emphasise the key learning points relating to communication and encourage them to constantly practice good communication skills at school and at home.
- Emphasise that good communication is key to avoid any form of conflict and is the best way to solve interpersonal problems.

APPLIED MOVEMENT SKILLS

DANCE / WARM-UP SEQUENCE

TIME	COUNT	ACTIVITY
		MUSIC: Ed Sheeran - The Shape of You
Intro: 2 x 4	1-4 2-4	Stand feet together: Shrug the shoulders and move head up and down Shrug the shoulders and move head in Semicircle R then L
	4x8 1-8 2-8 3-8 4-8	STEPS and ARM SWINGS Steps to the Right 1, close Left foot 2, Step R 3, close L foot 4 while crossing arms in front of the body Repeat the same to the Left 5-8 Step R into straddle stand with L toe tapping the floor 1-2 Shift weight onto L leg, R toe tapping the floor while Swinging both arms up to 45 degree angle 3-4 Repeat the same to the other side 5-8 3 Step R,L,R then feet together with Double arm circle x2 1-4, Repeat the same to the other side 5-8 Same steps like 3-8, but with a chasse and with hands clapping when feet are closing
0.35	„Girl you want I want your love...“ 1-8 2-8 3-8 4-8	RUNS and SKIPS (Fast steps) 8 running steps on the spot 1-4, 8 running steps with knees up 5-8 4 skips forwards starting on R leg, L knee up, R arm forward 1-4 4 skips backwards starting on R leg...5-8 8 running steps on the spot 1-4, 4 slow running steps with heels up 5-8 Jump R onto R leg 2 x while lifting L heel and clapping hands 1 Jump L onto L leg 2x while lifting R knee up, hands by the side 2 Repeat 3-8

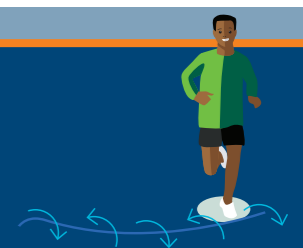
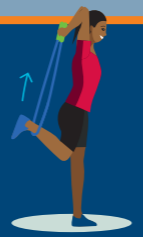
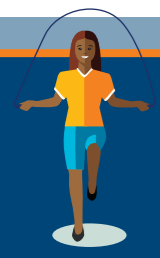


APPLIED MOVEMENT SKILLS
DANCE / WARM-UP SEQUENCE

TIME	COUNT	ACTIVITY
0.56		BENDS SIDWAYS and FORWARDS Feet in straddle stand, bend and sterch knees with body
	1-8	Bend sideways R with L arm above the head 1-2 Bend sideways L with R arm above the head 3-4 Repeat 5-8
	2-8	Bend sideways R with arms above the head , while bending L knee 1, Return to middle with arms sideways 2 Bend sideways L with arms above the head , while bending R knee 3, Return to middle with arms sideways 4 Repeat 5-8
	3-8	<i>„OUAH-OUAH“</i> Bend forwards to „table top“ with arms forward shake hands 1 Bend forwards with knees bent to touch the floor 2 Bend sideways R with arms above the head, left arm down 3 Bend forwards wiht knees bent to touch the floor 4 Repeat to the other side 5-8 Bend sideways R with arms above the head 1-2 Bend forwards with hands on the floor 3-4 Repeat to the other side 5-8
	4-8	

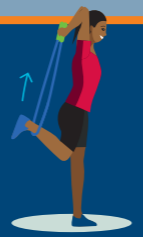
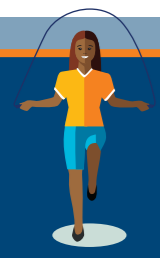
APPLIED MOVEMENT SKILLS
DANCE / WARM-UP SEQUENCE

TIME	COUNT	ACTIVITY
1.30	8x8	JUMPS (cardio respiratory activities)
	1-8	Jump feet together x 8 with arms swinging in front of body R-L („traffic cop“)
	2-8	Jumps with arms up 1, down 2, Jumping Jack 3, arms down 4 (1-4) Repeat (5-8)
	3-8	Stretch jump 1, Landing 2 ,x 4 Tuck jump 1, Landing 2-4 ,x 2 Star jump 1, Landing 2, x 4 Jump to forward straddle L foot front, R arm front, L arm back 3-4, Repeat 5-8
	4-8	Jump to Lunge, arms up 1, jump feet together, arms down 2, x 4
2.16		BENDS SIDWAYS and FORWARDS (same as at 0.56)
	1-8	Feet in straddle stand Bend sideways R with L arm above the head 1-2 Bend sideways L with R arm above the head 3-4 Repeat 5-8
	2-8	Bend sideways R with arms above the head , while bending L knee 1, Return to middle with arms sideways 2 Bend sideways L with arms above the head , while bending R knee 3, Return to middle with arms sideways 4 Repeat 5-8
	3-8	<i>„OUAH-OUAH“</i> Bend forwards to table top with arms up 1 Bend forwards to touch the floor 2 Bend sideways R with arms above the head 3 Bend forwards to touch the floor 4 Repeat to the other side 5-8
	4-8	Bend sideways R with arms above the head 1 Bend backwards with arms up 2 Bend sideways L with arms up 3 Band forwards with hand on the floor 4 (BODY CIRCLE Right 1-4) Repeat with start on the other side (BODY CIRCLE Left 5-8)



APPLIED MOVEMENT SKILLS
DANCE / WARM-UP SEQUENCE

TIME	COUNT	ACTIVITY
2.56	„Come on baby...“ 1-8 2-8	HAMSTRING STRETCHES Step with R leg back to L forward Lunge with hands on the floor 1-2 Stay in Lunge , lift trunk and arms up 3-4 Stretch both legs, bend forward with hands on the floor 5-6 Step forward with R leg, feet together, hands staying n the floor 7-8 Repeat the same sequence with other leg in front 1-8
3.17	„I am in love with the shape of you“ 1-8 2-8	Bend knees , put hands on the floor 1-2, sit down 3-4 Open legs to straddle sit, bend forward with hands on each foot , hold forward fold (pancake) 5-8 Lean sideways R with L arm above the head, hold 1-4 Lean sideways L with R arm above the head, hold 5-8
3.37	„Come on baby...“ 1-8 2-8 3-8	Lean sideways R with R hand on the floor behind ,lift the body off the floor with L arm above the head, turning head to the R, hold 1-6 Return to straddle sit position with arms sideways, elbows bent 90 degrees and shake hands 7-8 Repeat the same activity to the other side Close the legs and Rock onto back to Candle stick 1-2 Roll forward , tuck feet under hips to squat standing 3-4 Stand up slowly wiht the body vawing sideways like a „plant growing“ while raising your arms above your head 5-8

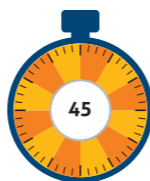


SESSION 6

PHYSICAL AND HEALTH RELATED FITNESS

PE TOPIC SKILL RELATED FITNESS AND WELL-BEING

PERSONAL DEVELOPMENT/LIFE SKILL: LEADERSHIP



PE OUTCOMES

1. Know the concepts "Skill related Fitness" and "Wellbeing"
2. Practice the correct technique of running / sprinting
3. Apply controlled breathing
4. Learn time keeping, record taking
5. Peer evaluation of skills progression

Personal Development / LIFE SKILLS Objectives

1. Learners understand that they all have the potential to be leaders.
2. Give learners an opportunity to lead.

Total Time for Session 45 minutes

KEY MESSAGES ON SKILL RELATED FITNESS AND WELL-BEING

- **Skill related fitness** includes training to improve

- » Speed
- » Agility
- » Balance
- » Coordination
- » Power
- » Reaction time.

These elements are needed to improve the sporting performance of the learners.

- **Wellbeing** generally refers to the overall happiness, comfort, success and security of the learners.

There are many factors which can influence the wellbeing of the learners. Some of these are external of the school environment and cannot effectively be addressed through the Physical Education or PE4Life Sessions.

The PE4Life sessions should however create the opportunity for the learners to share experiences which impact on their wellbeing, whether these are positive or negative experiences.

Factors outside the control of the school include:

- » **Financial stability** – Are parents employed, is there adequate nutrition, disposable income, pocket money etc.
- » **Infrastructure** – Space, privacy, access to computers or internet.
- » **Time** – Does the learner have to do chores or does the learner have enough time for homework, exercise, leisure.
- » **Safe, supportive family environment.** (Single parents educated vs non-educated parents, boundaries and rules at home, supported or bullied by siblings)
- » **Enough Sleep**



- **Skill related fitness** includes training to improve
 - » Speed
 - » Agility
 - » Balance
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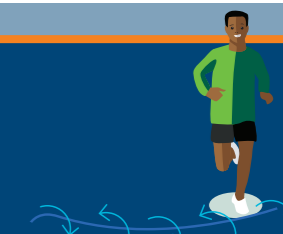
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Factors outside the control of the school include:

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- » **Safe, supportive family environment.** (Single parents educated vs non-educated parents, boundaries and rules at home, supported or bullied by siblings)
- » **Enough Sleep**

The following are factors that can contribute to the learner's wellbeing and is within the ambit of the school environment.

- **Regular exercise** – The PE periods on the school calendar is not enough, the school environment must create opportunities for consistent participation. Physical fitness is one of the best contributors to wellbeing.
- **Meaningful relationships** – Having good, supportive friends at school, avoiding cliques, not being bullied.
- **A sense of purpose and meaning** – Help learners to set meaningful and attainable goals.
- **Feeling valued and respected** – Get to know learners' strengths and weaknesses, give them an opportunity to demonstrate their strengths and support others. (Not only physical and sporting strengths but other strengths such as Communication and Leadership). Help them overcome their weaknesses. Don't embarrass learners.
- **Safe, supportive environment** – The PE4Life constantly stresses that the educator must create a safe environment. Not only physically but also socially and emotionally.
- **Opportunity for creativity, innovation and expression.** The learners do have experiences and ideas to share, give them the opportunity to shine.
- **The educators should use as many opportunities as possible to contribute to the overall wellbeing of the learners.** The Physical Education and PE4Life Sessions should constantly focus on different ways to contribute to the wellbeing of the learners and help them to cope with any stress they may be facing at home.





Key Messages on Leadership

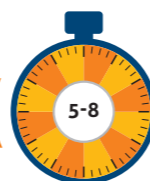
1. Although this is widely debated, for the purposes of the PE4Life programme, learners must be made to understand that they all have the potential and ability to lead. Although some people believe that leadership qualities are innate, i.e. people are born to lead, learners must appreciate that through hard work, dedication and action, they too can become leaders in the field of their choice.
2. Understand who are the leaders in their lives. They may not always agree with their leaders, but they have a duty to support and respect their leaders. Leaders include their parents, teachers, the principal, captain of their sports team etc.
3. Sometimes they will be leaders and must provide responsible guidance and direction to their followers but in other situations they will be followers and they must accept the leadership of others.
4. The PE4Life programme encourages participation in sport. The learners must respect and obey the decisions of referees and umpires.
5. Learners must respect the leadership of their coach or team captain.



Tips to integrate leadership into the PE4Life session

- Find ways to find out the strengths of the learners and give them opportunities to demonstrate their strengths.
- Give them opportunities to take responsibilities and lead parts of the sessions. Below there will be ample opportunities for different learners to take the role of the teacher.
- 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 practice ahead of time.)
- Create an opportunity below for the timekeeper to deliberately give an incorrect time. Get them used to accepting the decisions of the officials, even if the officials are sometimes biased and incorrect.

OPENING TEAM CIRCLE



1. The educator WELCOMES the learners and creates a friendly, safe environment.
2. The learners SHARE any important experiences or issues in their lives. Over time, the more these sessions are held, the trust and confidence in the educator and their peers will grow. They will know that they are in a safe space and gradually share deeper and more meaningful issues. This should be encouraged.
3. The educator INTRODUCES the PE objectives for the session. Indicate that this session will focus on improving their speed and running action. Call the attention of the learners to regular and controlled breathing.
4. Introduce the topic of leadership by asking leading questions such as:
 - Who is the leader you admire the most in your life? Why?
 - Have any of you been a leader? Share.

PHYSICAL AND HEALTH RELATED FITNESS

WARM-UP SKILL RELATED FITNESS AND WELL-BEING



Cones, hoops



EQUIPMENT

SET UP

Mark an area of about 15 x 15 meters square with cones
Place hoops randomly on the ground, approximately 1 hoop for every 4 learners.



ACTIVITY

Mobility stretching activities:

Shrug shoulders up and down 10 x
Bend left with right arm up and bend right with left arm up 10 times
Circle hips with hands on hips Left 10 x then Right 10 x
With hands on knees bend both knees Left then Right 10 x
Circle Left ankle 10 x then Right ankle 10 x

Jog randomly in the play area: when teacher blows whistle, you need to find a hoop as soon as you can. Those who managed to get inside a hoop, must run on the spot with knees up as fast as possible. Those who did not manage to get inside a hoop must do jumping jacks (jump to straddle with arms above your head, clap hands, then jump with feet together with arms out) 5 x. When teacher blows whistle, carry on jogging. Repeat at least 10 x

NOTE TO EDUCATOR


For the warm up activities above, demonstrate the activity then give different learners the opportunity to stand in front, lead the activity and do the counting.



PHYSICAL AND HEALTH RELATED FITNESS

APPLICATION 1 SKILL RELATED FITNESS AND WELL-BEING



EQUIPMENT
Lines, whistle 

SET UP
Divide the learners into 2 groups and arrange learners in 2 rows facing each other 10 meters apart. They need to do all activities between A and B



ACTIVITY

- The learners must perform the different activities in locomotion (moving from A to B or from B to A -alternating with your partner) to improve running technique:
- Jogging with small running steps with knees moving forwards
- Run faster with knees moving forward, arms moving faster.
- Run fast with small steps and knees up
- Run with knees up on every 3rd step (learners to say it out loud: 1-2-Up, 1-2—Up, 1-2—Up). Tell the learners to mimic a hurdler.
- 4 running steps with knees up, 4 running steps with knees forward (normal position) and body leaning slightly forward

When they reach their partner in the middle they must "high five" and then continue to the other side.

PHYSICAL AND HEALTH RELATED FITNESS

APPLICATION 2 - RUNNING TEST SKILL RELATED FITNESS AND WELL-BEING



EQUIPMENT

- Markers/ beacons, measuring tape
- Result sheets / pens
- Stop watches / cell phone timer function set

SET UP

- Mark a suitable oval running area on the school sports ground.
- Use the same pairs as per the warm up above.

ACTIVITY

- 1 learner will run around the track, the partner will "coach", encourage and time their partner.
- Start the learners off at about 5 second intervals.
- The coach can walk around the field encouraging the runner, rectifying technique, calling the time. e.g. "Well-done Johannes, keep it up, lift those knees, move those arms, 45 seconds, 50 seconds, you can do it, you can do it"
- Swop roles and repeat.
- Give each learner 2 opportunities. The partner must measure if the time improved or not.
- Cool down
- Gather the whole class and walk slowly around the oval area. Focus on slow breathing in and out. After demonstrating, let a learner lead the walk and breathing counts.

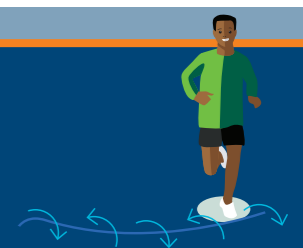
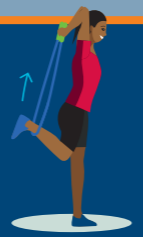
PHYSICAL AND HEALTH RELATED FITNESS

CONCLUSION - CLOSING TEAM CIRCLE SKILL RELATED FITNESS AND WELL-BEING



The Educator REVIEWS
The session objectives:

- Ask the learners to relate what they learnt about running correctly and at speed. Ask them to highlight a few key points.
- Let the learners reflect on what it felt like to lead various activities.
- Highlight a few key messages relating to Leadership. (No lengthy lectures, just a few key messages)



SESSION 7

PHYSICAL AND HEALTH RELATED FITNESS

PE TOPIC CARDIO RESPIRATORY ENDURANCE

PERSONAL DEVELOPMENT/LIFE SKILL: TEAM WORK



KEY MESSAGES/DISCUSSION POINTS ON PERSONAL DEVELOPMENT/LIFE SKILL – TEAMWORK

1. Learners must understand the importance of working as a team.
2. 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.
3. Working as a team is also about building trust and positive relations in the team.
4. Conflict will inevitably arise, learning to deal with conflict and growing stronger from dealing with conflict is part of the teambuilding process.
5. Team members must be able to rely on each other for encouragement and support
6. 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.
7. In the context of the PE4Life programme the class should see themselves as a team.

PE CONTENT

Cardio Respiratory Endurance	Also referred to as "aerobic exercise". This refers to the ability of the heart and lungs to supply oxygen rich blood to the working muscle tissue in the body and the ability of the muscles to use oxygen to produce energy for movement. (Wikipedia)
Heart rate/Pulse	Your heart rate, or pulse, is the number of times your heart beats per minute. Your resting heart rate is the heart pumping the lowest amount of blood you need because you're not exercising. Heart rate differs from person to person but normal resting heart rate for teenagers should be between 60 to 90 beats per minute. Heart rate after moderate exercise should be between 100 and 140 beats per minute. Your pulse is lower when you are at rest and increases when you exercise (more oxygen-rich blood is needed by the body when you exercise).
How to take your pulse.	Place the tips of your index, second and third fingers on the palm side of your other wrist below the base of the thumb. Or, place the tips of your index and second fingers on your lower neck on either side of your windpipe. Press lightly with your fingers until you feel the blood pulsing beneath your fingers. You may need to move your fingers around slightly up or down until you feel the pulsing. Use a watch with a second hand or look at a clock with a second hand. Most cell phones nowadays have stop watches. Count the beats you feel for 10 seconds. Multiply this number by six to get your heart rate (pulse) per minute. Alternately count the beats for 15 seconds and multiply this number by 4.

PE OBJECTIVES

1. Demonstrate a basic understanding of heart rate (pulse) and how to measure their own heart rate and that of their team mates.
2. Increase their pulse rate to about 100 during warm up and keep it between 120-140 after the main activity (Cardio respiratory endurance).
3. Perform basic jumps with a skipping rope to increase heart rate.
4. Demonstrate a basic understanding of the principle of cardio respiratory endurance training in sport and health
5. Apply the principles of cardio respiratory endurance training in sport and health.

Personal Development/Life Skill - Specific Objectives

6. Demonstrate an understanding of the need to work as a team in class.
7. Practice working together in teams during the session.
8. Reflect on team dynamics during and after the session.
9. Relate team work in class and during the session to the importance of team work in their lives.

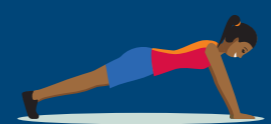
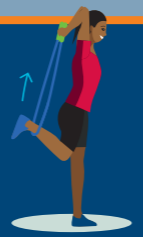
Total Time for Session 45 minutes

OPENING TEAM CIRCLE



1. The educator WELCOMES the learners and creates a friendly, safe environment.
2. The learners SHARE any important experience in their lives during the last week.
3. The educator EXPLAINS the objectives for the session.
4. The educator introduces the topic TEAMWORK through leading questions such as:
 - 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?
 - Who is your favourite team in Namibia?
 - Is it better to work alone or in a team? Why?

Explain that they will be working in teams during the session and they must work together and support each other.



PHYSICAL AND HEALTH RELATED FITNESS

WARM-UP CARDIO RESPIRATORY ENDURANCE



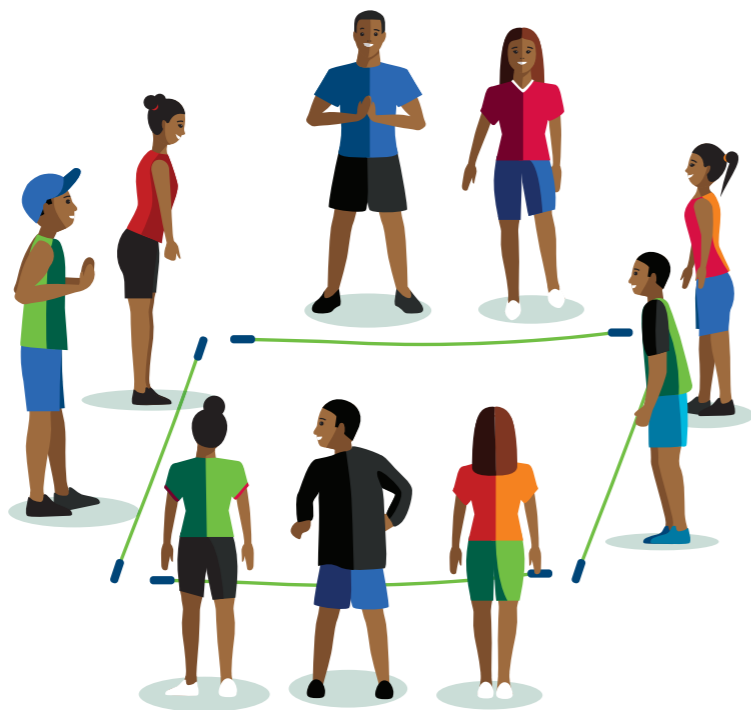
Skipping ropes, stopwatches (cell phone will do), Heart rate template, whistles.



EQUIPMENT

The learners place 4 long ropes on the ground in a shape of square: 1 square should have a maximum of 12 learners or a maximum of 3 on each rope.

SET UP



ACTIVITIES

- Divide the class into teams of 5. (Stress and emphasise the word "Teams")
- Ask each team to appoint a captain.
- Ask them what they think the role of the captain is. Discuss briefly. Explain that the captain of each team must supervise and lead the team and make sure that all members of the team fulfil their roles.
- Now the educator explains what heart rate is, and why it is important. (See key messages above)
- Explain to the learners that they will now learn to take their own heart rate and their "team mates" heart rates.
- Explain the roles of the different team members and indicate that each team must decide who

PHYSICAL AND HEALTH RELATED FITNESS

WARM-UP CARDIO RESPIRATORY ENDURANCE

will play what roles.

Learner 1 will have his/her heart rate (pulse) measured.

Learner 2 measures the heart rate.

Learner 3 operates the stopwatch and indicates when the counting must start and end.

Learner 4 records the results on the template. They must quickly rotate roles.

The captain must ensure that everybody has found the right spot to detect the pulse.

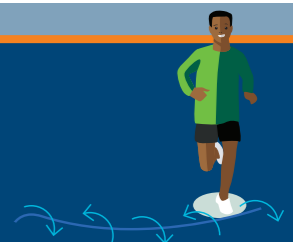
- Guide the learners how to measure their heart rate. Let all learners feel their own pulse to make sure they know that they found the right spot to feel the pulse rate. Then guide them to measure and record each other's resting pulse rate. Constantly emphasise that they must work as a team and support and assist each other. Let the learners quickly rotate roles until all heart rates have been recorded and all learners have had a chance to be "captain"
- Let the learners perform the following warm up activities.
- Jog slowly around the square.
- Run over the ropes forwards and backwards, into the square and out of the square.
- Jump on 2 feet into the square, out of the square.
- Jump on 1 foot.
- Jump feet together then feet apart (straddle jumps)
- Jump 2 feet together and 2 feet cross (rope between feet)
- Repeat each activity for 10 or 15 seconds (same period as per heart rate measurement)
- After demonstrating once let a captain in each group lead the activity.
- Vary the activity by letting the learners jump on the spot, forwards and backwards and sideways.
- Allow the learners to jump
- Moving forwards and backwards
- Moving sideways
- After about 6 minutes let the learners measure and record their heart rates and compare to their resting heart rate. Discuss why their heart rate has increased and emphasise the importance of aerobic exercise.

NOTE TO EDUCATOR

Depending on the level of the class this session may take longer than anticipated if the learners are not familiar with the concept heart rate. If necessary, this session can be split into two.

During the first activity focus on

1. Their understanding of teams, teamwork.
2. Understanding heart rate and how to take it
3. The warm up activities.
4. Increased heart rate after exercise.



PHYSICAL AND HEALTH RELATED FITNESS

APPLICATION 1 CARDIO RESPIRATORY ENDURANCE



1 single rope per learner or share 1 rope between two learners and alternate.



EQUIPMENT

(As per Sketch below)

SET UP



ROPE SKIPPING ACTIVITIES

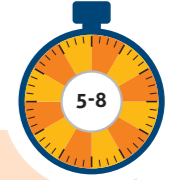
Learn basic jump with a rope. (5 minutes)

ACTIVITIES

- To size your rope (stand on your rope, handles should reach under your arm pit)
- Start with your hands in the "ready" position (elbows close, hands away from body)
- Pretend jump to practice timing
- Try the real thing. Very slowly at first, almost walking speed, slowly increasing the tempo.
- **ASSESSMENT:** Let the learners assess each other in the same teams. A captain must supervise the assessments.
- How many jumps can you do without a mistake? Make 3 attempts. Register result on group worksheet. Keep record per learner.
- Applaud the champion, most improved learner, learner that put in the most effort. Etc.

PHYSICAL AND HEALTH RELATED FITNESS

CONCLUSION - CLOSING TEAM CIRCLE CARDIO RESPIRATORY ENDURANCE

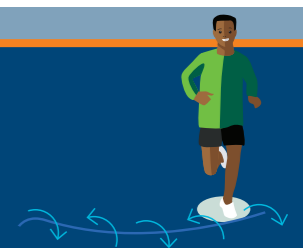
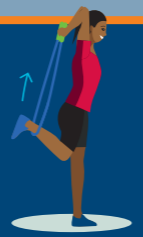
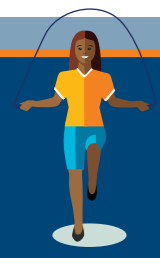


Form a circle with the learners, preferably seated.

The educator REVIEWS

The session objectives:

- Ask the learners to relate what they learnt about heart rate.
- Reflect again on the difference between resting heart rates and heart rate after exercise.
- Ask the learners to reflect on the rope skipping activity, encourage them to continue skipping to keep fit.
- Ask them to share how it felt to take each other's heart rate.
- Reflect on working as a team. How did it feel to be a captain?
- Emphasise the importance of working as a team in class and also in their daily lives.
- Let the learners reflect on the session itself, what did they enjoy, what can be improved.
- Close the session, remind the learners of the next session and any other announcements.





HEALTHY LIFESTYLE THEMES SESSION 1



THEORETICAL ASPECTS

PE TOPIC RECREATION ACTIVITIES

HEALTHY LIFESTYLE TOPIC: ROAD SAFETY

PE OBJECTIVES

1. Participate in fun, recreational activities while learning about road safety.

Healthy Lifestyle Objectives

1. Identify types of faulty human behaviour that could cause road accidents in Namibia
2. Recognise basic road signs and rules
3. Apply appropriate pedestrian behaviour

Total Time for Session 45 minutes



KEY MESSAGES/DISCUSSION POINTS

1. Namibia has one of the highest road fatality rates in the world.
2. More than 90% of all accidents are caused by faulty human behaviour, such as
 - Speeding
 - Use of cell phones while driving
 - Driving under the influence of alcohol.
 - Overloading
 - Arrogant driving behaviour.
 - Impatience
 - Ignore traffic signs and general defiance of traffic laws.
3. The most vulnerable age group is young people. (Drivers 18–25 years)
4. Learners must know what appropriate pedestrian behaviour is.
5. Discuss how the learners travel from home to school and identify any risky behaviour or road safety issues. E.g.
 - If they walk, do they have to cross busy intersections.
 - If they travel by taxi, do the drivers drive recklessly, do they overload the vehicles?
 - Learners must understand that the rules of the road also apply to cyclists.

OPENING TEAM CIRCLE



1. The educator WELCOMES the learners and creates a friendly, safe environment.
2. The learners SHARE any important experience in their lives during the last week.
3. The educator INTRODUCES the topic by asking leading questions such as:
 - Do you know what is the number one cause of deaths in Namibia? (Answer - Road Accidents)
 - Has anybody ever been involved in a road accident? Do you know somebody, any family member or friend that was involved in an accident? (ask them to share the experience, when, where, how)
4. The educator INTRODUCES the objectives for the session.
 - Is it better to work alone or in a team? Why?
5. Explain that they will be working in teams during the session and they must work together and support each other.

THEORETICAL ASPECTS
WARM-UP RECREATION ACTIVITIES
HEALTHY LIFESTYLE TOPIC: ROAD SAFETY



SET UP
 Learners form rows.
 Educator plays role of "Traffic Officer".

- ACTIVITY**
- Ask learners to demonstrate different hand movements made a traffic officer at an intersection e.g. proceed, stop, tun left, turn right.
 - While running slowly on one spot, let a few learners take turns being the traffic officer and the rest of the class must follow his commands.
 - Now play "Traffic Officer Says" (Simon Says)" i.e. they must only obey a command if the "Traffic Officer" gives it, if not they must continue with the previous command while jogging on the spot.
 - If a player makes a mistake he/she must run around the group of learners at a higher speed and return to his /her spot.

APPLICATION RECREATION ACTIVITIES
HEALTHY LIFESTYLE TOPIC: ROAD SAFETY



hula hoop, whistles, cones, tennis balls, cell phone, activity cards on laminated A4 paper.

EQUIPMENT

- SET UP**
- Divide class into groups of 4 or 5. The groups will rotate between different Fitness/ Road Safety stations. At each station a member of the group, (different member at each station) must read the activity instruction to the rest of the group and together the group must interpret and implement the activity. After the activity a different learner must read the discussion question and lead a brief discussion on the topic.
 - The educator must control the times for the various activities with a whistle. 1 minute to set up the activity (this will become less after round 1 since they will have an idea what to do.), 1 minute for the activity itself and about 2 minutes to discuss the issue.

STATION 1 - POTHOLE

SET UP
 Mark out a 20 m running lane. Arrange 3 Hula hoops about 5 m apart.

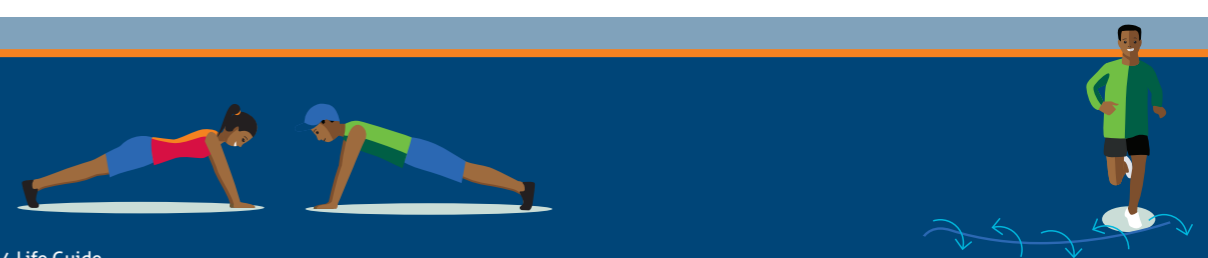
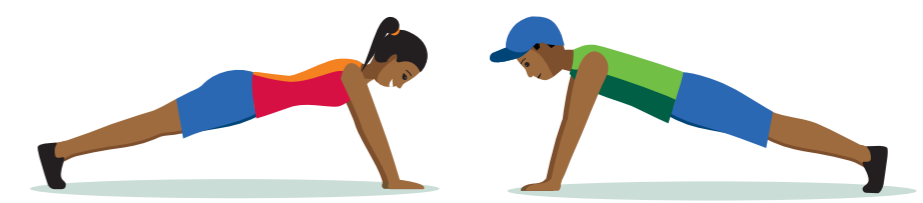
ACTIVITY
 Line up behind the cones, run one by one down the lane and jump over the hoops until they reach the "finishing line". They must run slowly at first and increase the tempo to moderate speed in round 2 and top speed in round 3.

DISCUSSION
 Was it easier to avoid the potholes when running slowly or fast?

STATION 2 - PUSH UPS

ACTIVITY
 Line up and do 5 push ups. (You can also do modified push ups. i.e. rest on your knees). Now see how many push ups you can do with one hand while holding a cell phone in the other hand?

DISCUSSION
 Was it easy to perform your task while talking on the cell phone? Do you know people that use their cell phones while driving? They are impacting on your safety, so you should speak to them.

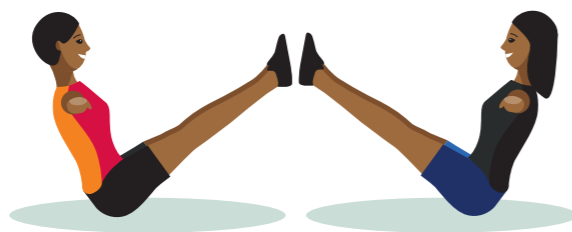


STATION 3 – TRAFFIC OFFICER**ACTIVITY**

V-sit with your partner. Each partner takes turns to demonstrate a traffic officer signal as per the warm up while remaining in the V Position.

DISCUSSION

What is the role of a traffic officer? Has your parents ever received a traffic fine? Do you know why?

**STATION 4 - SPEED KILLS****SET UP**

Place two rows of cones about 15 m apart. Behind each row, place a few tennis balls. Learners line up, run to the next row of cones, pick up a stationary tennis ball, run back and place the ball in a stationary position behind the row of cones. You may not return unless the ball is completely stationary. Run back and forth as many times as you can during the 1-minute period.

DISCUSSION

Why is it dangerous to exceed the speed limits? Why is speed one of the biggest causes of road accidents?

STATION 5 - BEWARE OF CYCLISTS**ACTIVITY**

Lie on your back and do vigorous cycling motion with legs.

DISCUSSION

Cycling is good for your health but can also be dangerous. How can you ensure your safety as a cyclist?

STATION 6 – SPEED BUMPS**ACTIVITY**

Lie on your back about 1 big step apart. On the whistle, the 1st learner at one end jumps up jumps over the other learners, one leg and one step at a time, then lies down at the other end of the line while the next learner starts jumping.

STATION 7 - BEWARE OF ANIMALS**SET UP**

Mark out 20X1m area with cones.

ACTIVITY

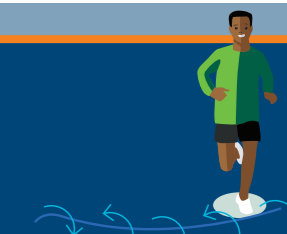
1 member of the group runs down 20 m area. Other members cross the road on all fours. The runner must come to a complete stop and not touch any of his team mates or he must run around them.

**DISCUSSION**

How can we reduce the possibility of animals causing road accidents?

CONCLUSION - CLOSING TEAM CIRCLE RECREATION ACTIVITIES**HEALTHY LIFESTYLE TOPIC: ROAD SAFETY**

- Call all the learners together and review the session.
- Ask the "Discussion questions" above and take one or two responses.
- Re-enforce the key road safety messages.
- Reflect on the activities.



SESSION 2

PE TOPIC GAMES/RECREATION ACTIVITIES

HEALTHY LIFESTYLE TOPIC: CARE FOR ENVIRONMENT



PE OBJECTIVES

1. Understand the importance of games and recreation activities.
2. Improve running speed
3. Improve problem solving / cognitive ability

Healthy Lifestyle Objectives

1. Demonstrate an understanding of recycling
2. Identify different groups of recyclable material
3. Realize the effects of litter on the environment
4. Find different ways and advantages of reusing waste material

Total Time for Session 45 minutes



KEY MESSAGES/DISCUSSION POINTS

- Understand the importance of recycling. Example:
 - » Reduce pollution
 - » Reduce the need to destroy trees
 - » Save costs, cheaper to produce goods with recycled material
 - » Recycling requires less energy
- Recyclable waste material can be used to make useful items. Examples:
 - » Plastic bags and paper can be used to make balls.
 - » Plastic bottles filled with sand, painted, can be used as cones.
 - » Skipping ropes can be made from plastic bags.
- Discuss the effect of litter on the environment. Example:
 - » Litter attracts germs and disease
 - » Litter can blow into the sea or veld and be eaten by animals
 - » It attracts rats and harmful bacteria
- Involve the learners in creating a clean training or playing environment.
- Ensure the learners leave the playing area clean after the PE4Life session.
- As a team building exercise, groups of learners can do anti-litter or clean up campaigns in the school or community.
- Involve the class in recycling campaigns; this could also raise funds for PE equipment.
- Explain what vandalism is and how to prevent it. Discuss impact of vandalism.
- Discuss how school facilities are often vandalised and how the learners can help prevent vandalism, especially of school property and sports facilities.

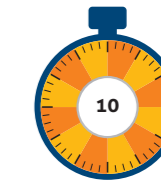
OPENING TEAM CIRCLE



1. The educator WELCOMES the learners and creates a friendly, safe environment.
2. The learners SHARE any important experience in their lives during the last week.
3. The educator INTRODUCES the objectives of the session through leading questions such as:
 - Is it important for us to take care of our environment? Why?
 - What can we do as a class to improve our environment at school?
 - Can we improve the environment in our community?

WARM-UP GAMES/RECREATION ACTIVITIES

HEALTHY LIFESTYLE TOPIC: CARE FOR ENVIRONMENT



EQUIPMENT

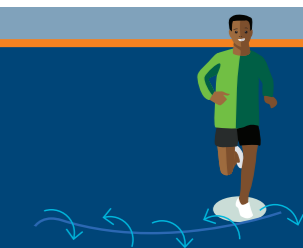
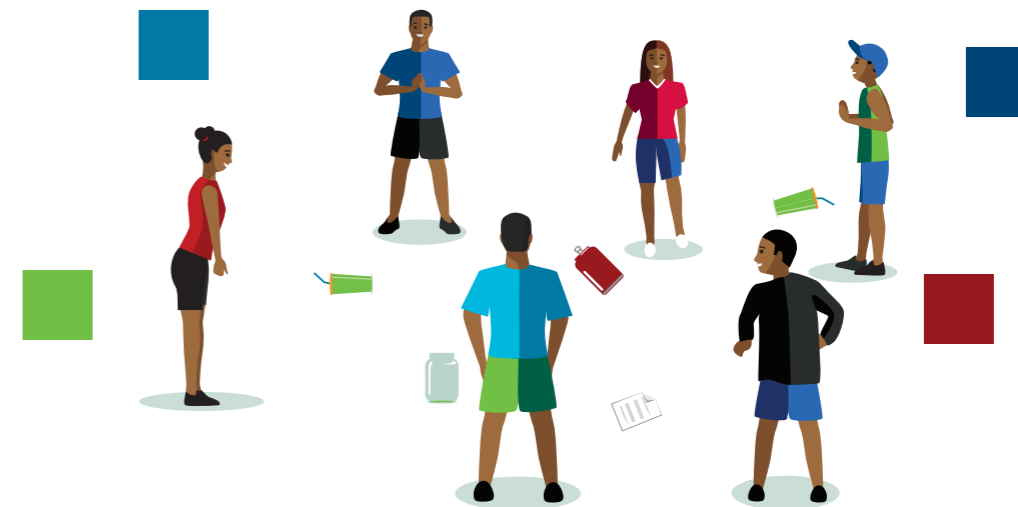
Each learner has to bring a minimum of 10 pieces of different type of waste materials to the session. These can be collected in class over a few days until all the learners have their "set of 10"

- E.g.
- Newspaper
 - Plastic shopping bags
 - Beverage cans
 - Empty plastic cool drink bottles
 - Milk containers
 - Toilet or paper towel rolls
 - Glass bottle



SET UP

- Waste material randomly spaced on the ground.
- Arrange learners randomly spaced.
- Place 4 bigger carton boxes into 4 corners of the play area, each marked as below.



WARM-UP GAMES/RECREATION ACTIVITIES

HEALTHY LIFESTYLE TOPIC: CARE FOR ENVIRONMENT

ACTIVITY

- Mobility stretching with used newspaper roll
- Learners spread out randomly.
- Teacher demonstrates mobility stretches with rolled up newspaper in the hands.
- Each position to be repeated 10 x with dynamic stretching (bouncing)



Swing arms up and down
Hold newspaper roll



Upside down
Shoulder stretch



Table top position
Twist trunk left-right
Hold paper roll



Pike sit
Place newspaper
Behind ball of feet



Straddle stretch
"Pen-cake"
Roll newspaper fro and pro



Adductor stretch, turn trunk
towards straight leg
Place newspaper on foot.
repeat both sides



APPLICATION 1 GAMES/RECREATION ACTIVITIES

HEALTHY LIFESTYLE TOPIC: CARE FOR ENVIRONMENT

EQUIPMENT

Waste materials and stop watch.



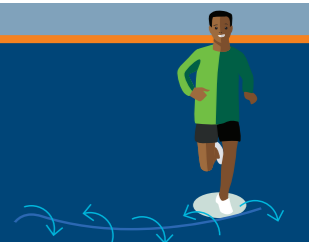
SET UP

- Divide learners into 4 groups.
- Arrange 2 groups of learners about 10 meters apart.




ACTIVITY

- Group A has 10 waste materials that they brought placed behind them on the ground.
- Each learner is assigned a "referee" in group B.
- Learner A must deliver all 10 items and place them into the hoop one by one.
- It is a competition between all the learners in group A, who can complete this first?
- C and D Team are organizers and spectators, after A and B had their round, C and D will have their turn.
- The winners of each group can compete in a "final"



APPLICATION 2 - GAME ACTIVITY GAMES/RECREATION ACTIVITIES
HEALTHY LIFESTYLE TOPIC: CARE FOR ENVIRONMENT



Waste material  **EQUIPMENT**

- ACTIVITY: CREATIVE WORKSHOP**
- Keep the same groups as per the first activity.
 - Each group must be given an equal amount of waste material.
 - They must create a simple game using the material.
 - Each group must present their game to the rest of the group for about 3 minutes.

NOTE TO EDUCATOR

1. Depending on the circumstances, Main Part 1 and Main Part 2 can be done in two separate lessons. Give the learners enough time to plan their use of waste materials to create a game. The process in itself can bring out issues such as:
 - Leadership,
 - Communication
 - Teamwork
 - Conflict resolution etc.

CONCLUSION GAMES/RECREATION ACTIVITIES
HEALTHY LIFESTYLE TOPIC: CARE FOR ENVIRONMENT



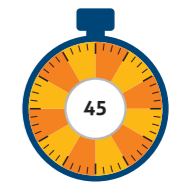
- Learners are seated on the ground. Before discussion, the educator leads a few stretches. By now the learners may be familiar with the common cool down stretches. Let the learners lead the stretching under your guidance.
- Reflect on the session objectives, what did they learn about the environment?
- Discuss how they can improve the environment at school and in their community.
- (Planning for actual environmental projects can continue in class)
- Highlight briefly any other key messages.

SESSION 3

GAMES

PE TOPIC HEALTHY LIFESTYLE

HEALTHY LIFESTYLE TOPIC: HIV AND AIDS



LIFE SKILLS /HEALTHY LIFESTYLE OUTCOMES

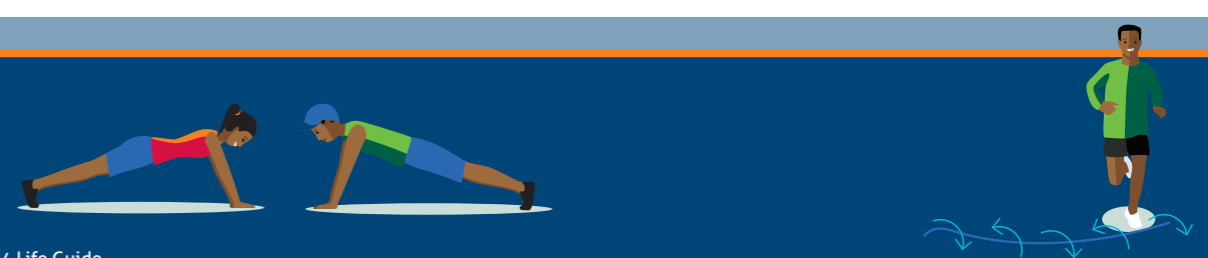
1. List the best ways of protection / prevention
2. Understand how HIV is transmitted
3. Realize the consequences of some unsafe behaviour

Total Time for Session 45 minutes

OPENING TEAM CIRCLE

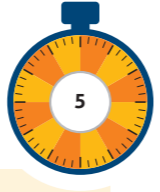


1. The educator **WELCOMES** the learners and creates a friendly, safe environment.
2. The learners **SHARE** any important experience in their lives during the last week.
3. The educator **INTRODUCES** the outcomes for the session.



WARM-UP HEALTHY LIFESTYLE



HEALTHY LIFESTYLE TOPIC: HIV AND AIDS



EQUIPMENT
Red tape / red ribbon

SET UP

- Arrange learners randomly spaced in the area.
- Tagger(s) wears red ribbon or tape around shoulder.
- Draw or place shapes on the ground for safe house/safe place:

-  = healthy single relationship/Love
-  = clinic / HIV test
-  = safety gear (gloves/ condom)
-  = knowledge/ education

ACTIVITY

- When teacher blows the whistle, tagger (representing a HIV virus) starts chasing healthy cells. One tagger tags a person (healthy cell) they must stay together and try to catch (infect) another person (cell). Once there are 4 cells they must break into 2 x 2 and carry on chasing other healthy cells.
- Cells can stop in a "safe house": one of the shapes on the ground (Balance stand on one leg with arms sideways) for a maximum of 5 seconds then must leave. Balance stand represent good health and discipline. Play for not longer, than 3 minutes and see how many healthy cells are still remaining



APPLICATION 1 - CONTENT HEALTHY LIFESTYLE

HEALTHY LIFESTYLE TOPIC: HIV AND AIDS



EQUIPMENT
Balls, flip chart papers and marking pen

SET UP
Mark 2 square shape areas of 9 x 9 meters each side. Place chair between the 2 areas to divide the space

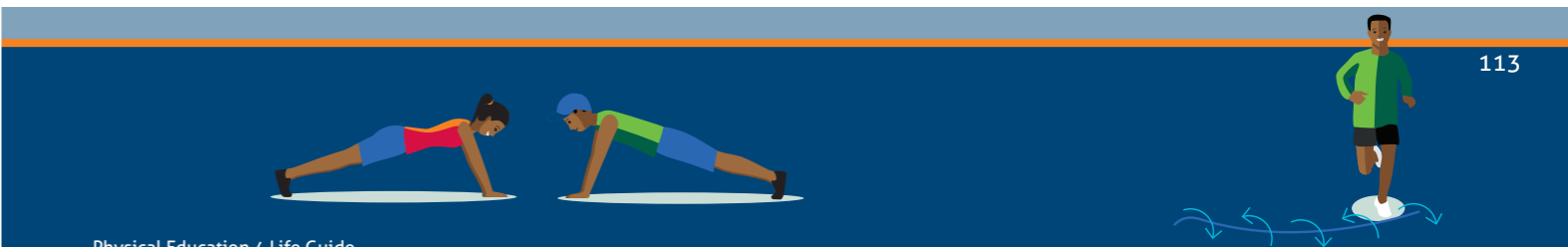
ACTIVITY

- The teacher prepares flip charts with True and False statements relating to the key messages to HIV and AIDS of transmission. The teacher could identify learners to assist him/her to prepare these statements a week before the teaching session. Examples of statements:

HIV and Aids can be transmitted by


- Hugging
- Shaking hands
- Giving high fives
- Eating together
- Drinking from the same glass
- Unprotected sex
- Mother to child transmission
- Infection through blood product
- Dirty needles associated with drug users
- Handling cuts and open wounds without gloves
- Preferably some statements must be open to interpretation and discussion.

- Divide the group into 2. Half of the class stand around the play area as observers, other half is divided further into 2 groups.
- One group on one side with one ball each: PLAYERS, other group on other side to throw balls back: HELPERS.
- 5 players each have a ball. They are aiming to throw the ball onto one of the flipchart papers. Once they manage to score, they must go and stand on it. If they did not score, their partner throws their ball back to them. There are only 3 turns per player.
- After 3 rounds the teacher asks players standing on the flipchart paper to read their statements. Observers must decide if it is true or false.
- Change the groups. Players become helpers, helpers become observers, observers become players...



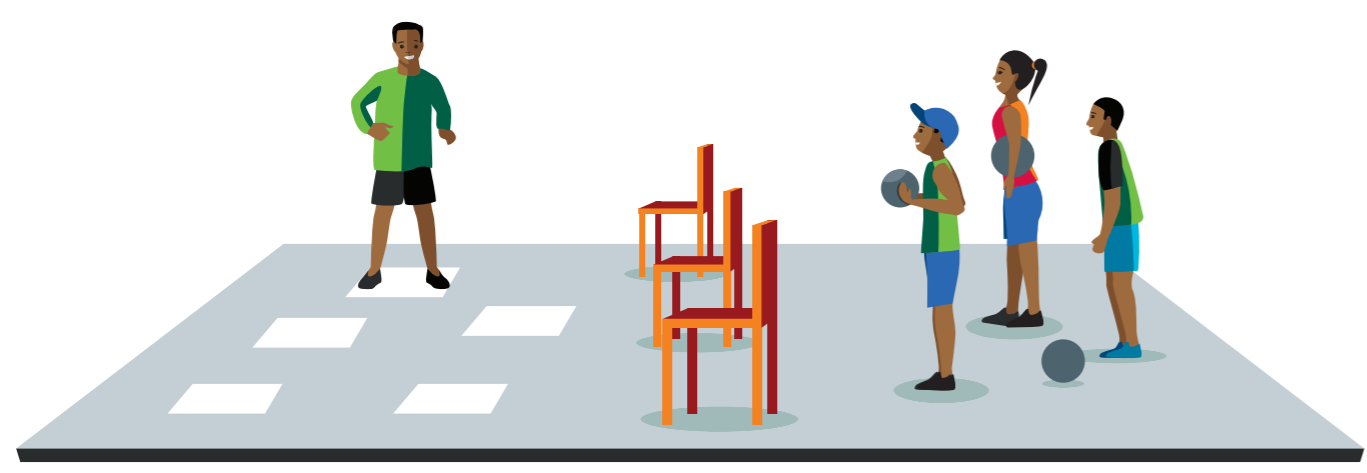
APPLICATION 2 - GAME ACTIVITY HEALTHY LIFESTYLE
HEALTHY LIFESTYLE TOPIC: HIV AND AIDS



6 to 10 balls, e.g. Volleyball, football, basketball, chairs, cones  **EQUIPMENT**

SET UP

- Mark out 2 areas of 10m X 10 m about 5 m apart. Place chairs in the space between the two areas.



ACTIVITY

- Start with 10 players on one side of the chairs (D - defenders) and three players on the other side of the chairs (A - attackers). Start with 6 balls. The remaining players are helpers (H), retrieving and feeding balls to the attackers. They position themselves outside the playing area on both sides of the area. Explain to the players that the balls represent the virus. Explain that when balls touch the ground, the virus is being spread.
- The three attackers are allowed to throw the ball over the chairs from any position. They must try to throw as many balls as quickly as possible, assisted by the helpers.
- The defenders must try to prevent the balls from touching the ground. They do not have to get the ball back over the chair; just prevent the ball from touching the ground. Every time a ball touches the ground one of the defenders must come across the other side between the chairs and become an attacker. The helpers can decide which defender must become an attacker.
- It becomes more and more difficult to defend as the defenders become less and the attackers become more. If the defenders prevent the balls from touching the ground 10 times in a row,

APPLICATION 2 - GAME ACTIVITY HEALTHY LIFESTYLE
HEALTHY LIFESTYLE TOPIC: HIV AND AIDS

this is called safe behaviour. The helpers can help with counting. Now some of the helpers can become defenders.

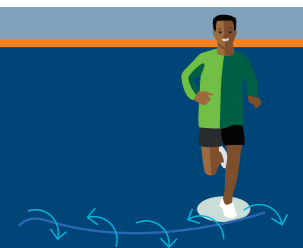
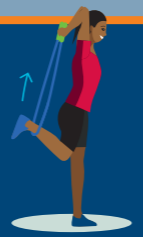
- Explain to the participants that defenders are changing into attackers as their defence is slowly broken down. This is what happens to the immune system when someone is infected with HIV.

CONCLUSION - CLOSING TEAM CIRCLE HEALTHY LIFESTYLE
HEALTHY LIFESTYLE TOPIC: HIV AND AIDS



The Educator **REVIEWS**

- The session outcomes. Ask the learners to relate what they learnt about the PE topic. Ask them to highlight a few key points.
- The link between the PE topic and the Life Skills/Healthy Lifestyle outcome. Ask the learners to reflect on real life experiences.



SESSION 4

APPLIED MOVEMENT SKILLS

PE TOPIC BALL GAMES

HEALTHY LIFESTYLE TOPIC: SUBSTANCE ABUSE



HEALTHY LIFESTYLE OUTCOMES

1. List the different types of substance abuse
2. Understand the consequences of substance abuse
3. Find examples of different risks related to substance abuse

Total Time for Session 45 minutes

6



KEY MESSAGES/DISCUSSION POINTS

- The legal age to purchase and consume alcohol in Namibia is 18 years of age.
- Substance 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.
- Using drugs for performance enhancing or for social use is banned in sport and regular drug testing takes place to detect their use.
- Risks of alcohol and drug abuse. Examples:
 - » Cirrhosis of the liver
 - » Foetal alcohol syndrome (Effect of alcohol on the unborn baby)
 - » Anxiety and depression
 - » Short concentration span
 - » Drastic personality changes
 - » Loss of personal integrity and self-esteem
 - » Destruction of family
 - » Loss of career



OPENING TEAM CIRCLE

1. The Educator WELCOMES the learners and creates a friendly, safe environment.
2. The Learners SHARE any important experience in their lives during the last week.
3. The Educator introduces the topic of Substance Abuse by asking a few leading questions related to the key messages such as:
4. Do you know anybody that has a drinking problem?
5. How can the cause of alcohol affect your life?
6. The Educator INTRODUCES the outcomes for the session.

WARM-UP BALL GAMES

HEALTHY LIFESTYLE TOPIC: SUBSTANCE ABUSE



4-5 balls / circle



EQUIPMENT

SET UP

- Make circles with 8-10 learners / circle.
- Every 2nd learner has a ball in their hand.
- The educator stands outside of the circle.

6



Educator

ACTIVITY

- Pass the ball to the person on your right side, then turn to your left to wait for the next ball coming. Keep passing and catching. 1st do this slowly with the educator calling when to pass the ball, then you can try to go faster and faster. On educator's command, you need to change direction. It requires team work and concentration!
- Put some balls out, only keep 1 ball per circle. This time the ball must be passed randomly across the circle as fast as possible. Each time when someone catches the ball, the person must call out a number in increasing order: 1-2-3-4-.....until 17, then everyone together shouts out loud 18!!!
- Remind the learners that this is the legal age to purchase or consume alcohol.
- Repeat this game at least 5 times to remember the age restriction well. With each round use different foot work:
 - Run on the spot
 - Jump feet together
 - Run with knees up
 - Run with heels up

GAME BALL GAMES

HEALTHY LIFESTYLE TOPIC: SUBSTANCE ABUSE



Hula hoops, A4 Sheets, Sticky tape, balls



EQUIPMENT

SET UP

- Place many hoops behind a line (baseline of a rugby field/ soccer field one side of the court).
- Arrange learners in rows of A (defenders), B (attackers), C (next defenders), D (next attackers), E observers/ "referees"



ACTIVITY - TOUCH BALL

- Divide learners into two teams.
- A bad consequence of substance abuse as outlined in the topic description above is written on a page and placed inside the hoops. (See list of bad consequence below)
- Team A will start the activity on one side of the field and team B must try to defend.
- Team A must try to cross the base line and place the balls inside one of the hoops. If team B touches a player, the player must pass the ball immediately. Let two learners be the referees.
- If the ball is touched down in the hoop, the player who made the touch down must call out the bad consequence of substance abuse and her/his team mates must repeat the bad consequence. They score 5 points if they managed to get the ball over the base line and 7 points if they managed to put the ball into the hoop. If the defenders take the ball, they do not score, they must just run past the base line and look at the descriptions. In this case defenders make 3 points.
- **The teams change roles:** team B becomes attackers and team A defenders.
- When they touch down inside a hoop, that message is removed. The game ends when all the messages have been completed or the time is up.

CONCLUSION - CLOSING TEAM CIRCLE BALL GAMES

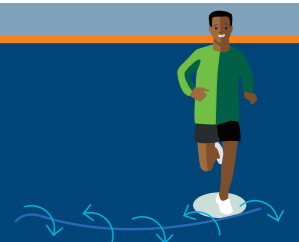
HEALTHY LIFESTYLE TOPIC: SUBSTANCE ABUSE



The Educator **REVIEWS**

The session:

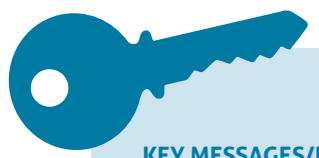
- Reflect on the passing skills and defender skills. Recap on the bad consequences of substance abuse.
- Ask learners to share, if they are comfortable, any experiences where substance abuse affected them in their lives.
- Ask learners to reflect of there any advantages to abusing substances. In the unlikely event that a learner states that there are advantages, allow for a brief debate.
- Conclude the session by reflecting briefly on any other key messages.
- **DO NOT LECTURE, FACILITATE CONNECTED CONVERSATIONS.**



SESSION 5

HEALTHY LIFESTYLE TOPIC: HEALTHY RELATIONSHIPS

Total Time for Session 45 minutes



KEY MESSAGES/DISCUSSION POINTS

- Think about the relationships that are important in their lives. Relationship with their family, friends, teachers and classmates.
- 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, self-confidence, decision making skills, good communication skills and negotiation skills are better positioned to establish healthy relationships.
- Abuse of any kind, by a family member or anybody else, is not healthy in a relationship and must be reported to the authorities or a person of trust.
- Know where to go in the community for help if they are in an unhealthy relationship.
- Deciding to have a sexual relationship involves the body, mind and emotions. Young people must make sure it is the right decision.
- Intergenerational and transactional sexual relationships are high risk for young people and are a major driver of H IV, other sexually transmitted infections (STIs) and a cause of unwanted teenage pregnancy.

OPENING TEAM CIRCLE

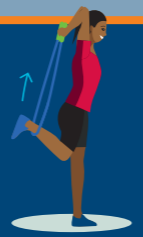
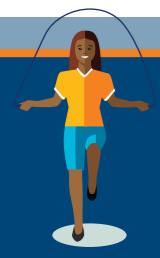


1. The educator WELCOMES the learners and creates a friendly, safe environment.
2. The learners SHARE any important experience in their lives during the last week.
3. The educator INTRODUCES the objectives of the session through leading questions such as:
 - Who has brothers and sisters?
 - Do you have a good relationship with your siblings?
 - Do you have good relations with both your parents? One of your parents? Why?
 - Do you have a best friend? Group of friends? What makes good friends?
 - Has anybody stopped being a best friend to somebody? Why?

NOTE TO EDUCATOR

In engaging the learners on this topic, discuss briefly issues such as:

- Sibling rivalry, bullying by siblings, support from siblings
- What makes good relationship?
- Why you should have good relationships with your parents.
- Why do relationships end etc.



WARM-UP /ENERGISER

HEALTHY LIFESTYLE TOPIC: HEALTHY RELATIONSHIPS

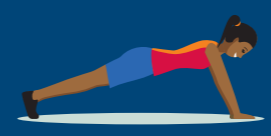


Whistle, cones.   **EQUIPMENT**

SET UP
Mark out an area of about 20 X 10 m with cones.

ACTIVITY

- Tell the learners to think about things such as their favourite food, favourite colour, movies, music, hobbies, favourite sport, strengths, weaknesses etc.
- The educator blows the whistle and the learners start by walking slowly around the perimeter of the marked-out area. The educator blows the whistle and the learners increase their speed (medium speed), the educator blows the whistle and the learners increase the pace but still walking.
- Now the educator blows the whistle again and says, "Groups of 2"!!! The learners must step into the marked-out area and pair with somebody that they don't know that well. Males must pair with females as much as possible and only the extra learners are allowed to pair with a person of their own gender. If an odd number of learners there could be one group of 3.
- Now the pairs (or 1 group of 3) must discuss and find three things that they have in common.
- The educator asks a few groups to relate the things they have in common. It cannot be things that they naturally have in common e.g. (we both have two eyes) it must be the types of things they did not know about each other before. (see 1 above)
- Now the learners walk around the perimeter of the area again, the process is repeated, i.e. slow, medium pace, fast.
- Now the learners must get into groups of 3 with different people. i.e. if you formed a pair with somebody in Round 1, that person cannot be in your group again. (if the numbers don't balance there can be a few groups of 4 if necessary)
- Again, they must discuss briefly and find 3 things all member of the group has in common.
- The educator concludes the warm – up/energiser by asking the learners whether it was easy or difficult to find things that they have in common with other people. Also ask them whether in their view, people have more differences with each other or more things in common.



APPLICATION

HEALTHY LIFESTYLE TOPIC: HEALTHY RELATIONSHIPS



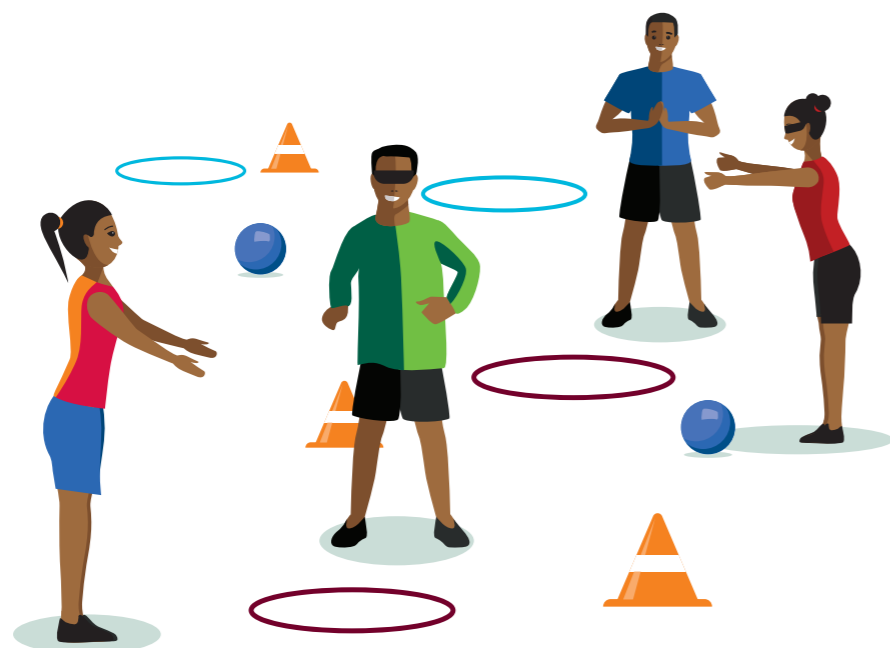
Balls, Cones, Hoops



EQUIPMENT

SET UP

Use the same marked out area as for the warm up/energiser.



ACTIVITY

- Learners pair up, one blindfolded. They line up on both ends of the marked-out area. As a variation, (especially if you don't have enough blindfolds, learners can also be divided into groups of 3 or 4, with one blindfolded learner and the remainder of the group become "guides."").
- The area must contain obstacles such as cones, hoops and balls.
- The guides must guide the blindfolded person from one side of the area to the next without touching any of the obstacles or any learner. If they touch anything they must step out of the area and restart at the baseline again. If they restart, roles must change. i.e. The blindfolded person must become a guide.
- The guides may not touch the blindfolded person. They may only guide through verbal communication.
- After a few "failures" the groups must be given an opportunity to discuss a strategy as to how best they can guide their friend safely across to the other side.
- When the teams safely cross the area, they may step outside the area until all the learners are safely across.
- The educator must deliberately "break up" a relationship. i.e. Take a good guide from one group and swop with a guide from another group. Assign a few of the learners to assist you, i.e. they must monitor the teams and call them out if they touch the obstacles or their partners.
- Applaud the teams that cross the area first.

CONCLUSION - CLOSING TEAM CIRCLE AND COOL DOWN

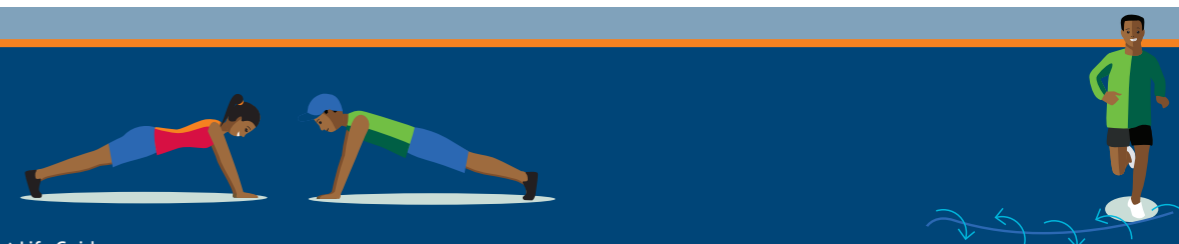
HEALTHY LIFESTYLE TOPIC: HEALTHY RELATIONSHIPS



- All learners walk slowly around the area once then sits down inside the area in a circle.
- Reflect on the activity with the learners.
- How did it feel to be a guide or a blindfolded person?
- Ask the teams that achieved success why they succeeded.
- Was there a difference when the teams could discuss a strategy first?
- What happened when the educator "broke up" a relationship? i.e. exchanged one team member with another?
- In the closing circle draw out issues related to healthy relationships such as:
 - » Trust
 - » Communication
 - » Being prepared to make mistakes and trying again
 - » Not blaming each other
 - » Put yourself in the other person's position (changing of the blindfolds)
 - » Ask the learners for feedback on the session. What did they enjoy? What can be improved?

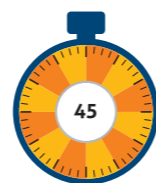
NOTE TO EDUCATOR

In this session, the life skill of "communication" is closely linked to the topic "healthy relationships". The educator must emphasise that good communication is at the heart of healthy relationships. Encourage them to communicate regularly and effectively with the people who are important in their lives.



SESSION 6

HEALTHY LIFESTYLE TOPIC: COMMON DISEASES



HEALTHY LIFESTYLE OBJECTIVES

1. Young people must understand some of the more common diseases in their community, what the symptoms are and how these diseases can be controlled and /or prevented.
2. They must also understand that regular participation in physical activity and sport can directly and indirectly prevent certain diseases.

Total Time for Session 45 minutes

KEY MESSAGES/DISCUSSION POINTS

The most common diseases in Namibia are:

- Skin Cancer
- Tuberculosis (TB)
- Diabetes
- Obesity

Skin Cancer

Skin cancer is the most widespread cancer in Namibia.

The main cause of skin cancer is overexposure to the sun.

Skin cancer can be treated easier if detected early.

Learners must inspect their bodies regularly and report any unusual marks on their bodies, sores that won't heal, unusual swelling etc.

Learners should apply sunscreen when necessary but at least 30 minutes before a physical education or sports straining session or matches.

Learners should wear clothing that can protect them from the sun.

When they are watching others participate, they should also ensure that they seek shade.

Ensure intake of vitamin D through a healthy diet.

For more information contact the Cancer Association of Namibia: <http://www.can.org.na>

Tuberculosis (TB)

According to the Minister of Health, Bernard Haufiku, Namibia has the 4th highest prevalence of TB in the world.

TB is spread from person to person through the air.

When a person with infectious TB coughs or sneezes, they propel germs into the air. People who breathe in the air containing these TB germs can become infected.

People with TB can infect 10 to 15 other people over the course of a year.

TB is not spread through shared surfaces or shaking someone's hand.

Good hygiene, such as covering your mouth when you cough or using a tissue when you sneeze can help stop the transmission of TB.

Advise learners to see a doctor if they have a cough that lasts over three weeks or if they cough up blood.

Diabetes

Diabetes is among the top 10 diseases in Namibia, and one of the top 15 causes of death.

Prevention measures include:

Knowing your blood sugar level and have it checked regularly.

Regular physical activity.

Eating healthy meals including a daily intake of fruit, vegetables, fish, chicken and grains.

Obesity

Obesity is a growing problem in Namibia.

The cheapest foods that most people can afford are generally the foods highest in sugar and fat.

Good nutrition can prevent obesity. Learners must be encouraged to follow a plant-based diet, such as grain, legumes, fruit and vegetables.

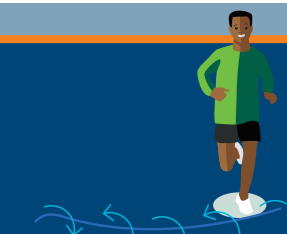
Learners must be encouraged to eat less.

Regular participation in sport and physical activity can combat obesity.

OPENING TEAM CIRCLE



1. The educator WELCOMES the learners and creates a friendly, safe environment.
2. The learners SHARE any important experience in their lives during the last week.
3. The educator should wear a facemask worn by doctors and introduce the topic of common diseases through questions such as:
 - What am I wearing? Why do people wear these masks?
 - What diseases can be prevented by wearing a mask?
 - Ask the learners if they have ever had such a disease or do they know anybody that has one of these diseases?
4. After the learners respond, state the topic of the session.
5. Highlight a few of the key messages.



WARM-UP

HEALTHY LIFESTYLE TOPIC: COMMON DISEASES



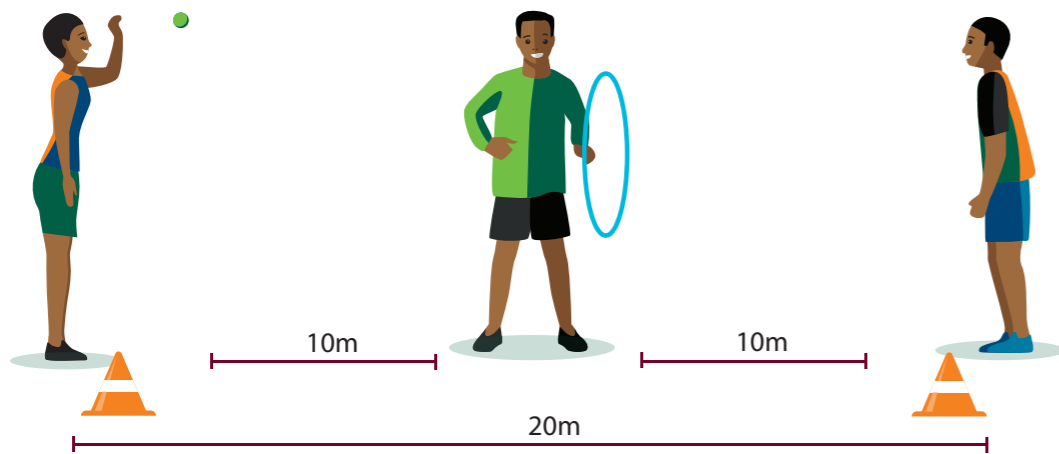
Cones, Tennis Balls, Hoops



EQUIPMENT

SET UP

- Set up play area about 20 m X 10 m with a clearly identified middle line.
- Set up cones per team as indicated in the sketch below.
- Divide class into team 3 or 4 relay teams, 5 to 8 learners per team.
- If the number is uneven, assign some learners to be referees.
- Each team has one tennis ball and one hoop.



ACTIVITY

- The 2nd learner in line has the hoop and the 3rd player in line has the tennis ball.
- On the educator's (or referee's) command, player one runs to the opposite line.
- Only when he/she reaches there, he calls player 2 who runs to the middle line with the hoop.
- Player 2 must hold the hoop and the 3rd player with the tennis ball must toss the ball through the hoop to player 1. Player 1 tosses the ball back through the hoop to player 3. This must be done successfully 5 times.
- After the 5th successful to and fro throw, the player with the ball in hand runs to middle, high fives the player with the hoop and takes the hoop and hands the ball over.
- Player 2 now runs to the end line, high fives the player on the end line who runs across to join the back of the line.
- The next player in line now starts the tossing.
- The process continues until all the learners in the team have had an opportunity to be in all 3 positions.

APPLICATION

HEALTHY LIFESTYLE TOPIC: COMMON DISEASES



SET UP

Same area as per the warm up activity.

ACTIVITY

- All learners move around the area.
- The educator identifies one learner to be the "bacteria"
- The bacteria start the game by touching (infecting) one of the other learners.
- Once the "bacteria" has infected another learner, they join hands and form a "bacterial chain"
- By holding hands, they will now work together and try to "infect" more players.
- Once there is a chain of 4, they can split up into 2 groups of 2 catchers per chain.
- Now the "bacteria" spreads faster.
- The winner of the game is the last person not part of the chain, the only player not infected by the disease.

NOTE TO EDUCATOR

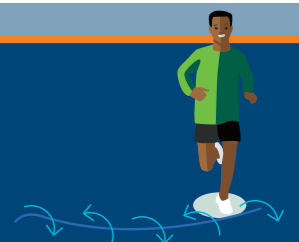
The same game can apply to any other infectious common disease. Although this is quite a serious subject matter, focus on getting the message across through fun and games and not lengthy discussions or focusing on the content. These sessions must be complimented lessons in the class which focus more on the theory.

CONCLUSION - CLOSING TEAM CIRCLE

HEALTHY LIFESTYLE TOPIC: COMMON DISEASES



- The educator reviews the session objectives. Ask the learners open questions relating to common diseases.
- Ask the learners to share and demonstrate where possible, how they can prevent common diseases.
- Ask the learners for feedback on the session. What did they enjoy? What can be improved?



SESSION 7

HEALTHY LIFESTYLE TOPIC: PUBERTY



HEALTHY LIFESTYLE OBJECTIVES

1. Young people need to understand and embrace the changes they face during puberty as positive, healthy and natural.

Key messages/discussion points

1. Boys mature slightly later than girls and they will have more muscular physiques, develop pubic and facial hair, they will experience penile erections and ejaculations and their voices will deepen.
2. Girls mature earlier than boys, they will develop breasts, pubic hair, their body shapes will change and become more rounded and menstruation will start.
3. It is natural for young people to explore and touch their own bodies. This is not something to worry about or feel guilty about.
4. Young people will develop feelings for others and may be attracted to someone else and want to form an intimate relationship with them.
5. Menstruation is a normal for girls and is not dirty or unclean. It is ok for girls to play sport during their period.

Total Time for Session 45 minutes

NOTE TO EDUCATOR

These issues should be dealt with sensitively. Assess the level of maturity of the learners and change or adapt the activity if necessary. Some learners will have difficulty discussing these issues. It is likely that their parents avoid such discussions. At this stage of their lives, learners may begin to experiment with sexual activity which could lead to unwanted teenage pregnancies. So, in spite of the sensitivity it is important that these issues are discussed.

OPENING TEAM CIRCLE



1. The educator WELCOMES the learners and creates a friendly, safe environment.
2. The learners SHARE any important experience in their lives during the last week.
3. The educator INTRODUCES the objectives of the session through leading questions such as:
 - Think back to when you were in Grade 6?
 - Has anybody noticed any changes in your body?
 - Can you share with us Gertrude?

WARM-UP

HEALTHY LIFESTYLE TOPIC: PUBERTY



EQUIPMENT

Puberty statements

SET UP

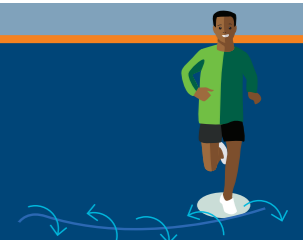
Place a few cones to form a circle. Learners form a circle outside the cones.

ACTIVITY

- Different learners lead simple stretches.
- The learners walk at a moderate pace around the cones. The educator blows the whistle, the learners stop.
- The educator reads a puberty statement. If they think the statement is "True" they raise both hands above their head, if false, both hands point down, if not sure they hold both hands in front.
- The educator reveals the answer and if the learner was incorrect or not sure they must go into a crouching position and "duck walk" around the circle.
- The learners with the correct answers continue walking until the whistle blows again.

PUBERTY STATEMENTS

STATEMENT	TRUE/FALSE
The ovaries start to release eggs when girls go through puberty.	TRUE
The lining of the vagina is shed when girls menstruate (have their period).	FALSE
A girl should not go swimming when she has her period.	FALSE
All of the changes that happen around puberty can be seen outside of your body.	FALSE
Only boys' voices get deeper during puberty.	FALSE
A girl can't go to the toilet when she is wearing a tampon.	FALSE
Boys usually reach puberty before girls.	FALSE
Once a girl starts having periods, she can get pregnant if she has sex.	TRUE
When boys mature sexually, they start to make sperm cells once a month.	FALSE
It's normal for young people to feel self-conscious about their changing bodies during puberty.	TRUE
The testicles start to make sperm when boys go through puberty.	TRUE
Teenagers reach puberty at different ages and their bodies develop in different ways.	TRUE



The physical changes that happen around puberty are controlled by hormones.	TRUE
The fluid that comes out of the boy's penis when a boy has a wet dream is called semen.	TRUE
If you wash your face regularly, you won't get acne during puberty.	FALSE
It's normal for girls to notice that they have one breast that's slightly bigger than the other.	TRUE
Penis size and shape is different for each male, but most penises are about the same size when they are erect (stiff).	TRUE
During puberty, only girls have mood swings (e.g. being very sad or angry or happy).	FALSE
Boys may notice some breast growth when they go through puberty due to changing hormones.	TRUE
Most girls will start to have periods between the ages of eight and sixteen.	TRUE

APPLICATION - BODY MAPPING

HEALTHY LIFESTYLE TOPIC: PUBERTY



Flipchart paper, masking tape, markers.

EQUIPMENT

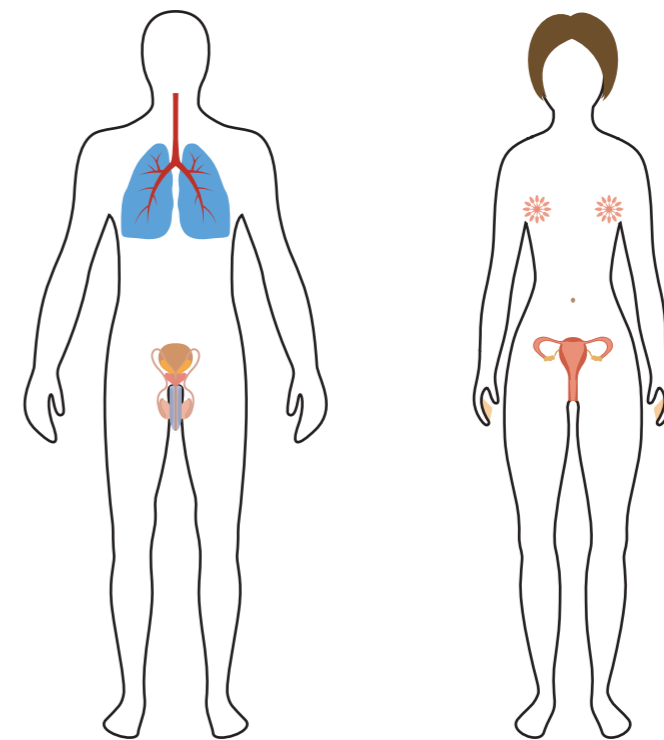
SET UP

Learners form pairs of the same gender. If uneven let the odd learners join another pair of the same gender.

ACTIVITY

- Each pair traces the outline of one of their bodies onto the paper with a marker. (Sheets of Flipchart paper taped together). They must work carefully and take care not to tear the paper.
- The pairs must mark on the body all the changes that happen during puberty for their gender. Tell the learners that they must show body parts & sexual organs and should write down the names they call the sexual organs. Encourage them to use colour.
- Guide the learners to discuss their feelings, ideas and beliefs with their partners.
- Ask questions such as:
 - » Do you discuss the changes in your body at home with your family? Share this experience.
 - » What nicknames names have we given our body parts, what are the correct terms?
 - » Why do these changes take place, how do you feel about these changes?
 - » What challenges do they experience when these changes happen?
 - » How do the bodies of girls and boys develop differently during puberty?

- Bring the group together and ask them to share their body maps, if they feel safe and comfortable. Share some of the answers and ideas from the questions asked above.
- Add any additional information you think is missing.
- Allow the group to ask questions and invite participants to use their body maps to answer the questions.



NOTE TO EDUCATOR

Depending on the way this session goes. The warm up could easily be a session on its own. If the learners are unfamiliar with issues relating to puberty, then reading all 20 puberty statements can be the basis of your lesson.

CONCLUSION - CLOSING TEAM CIRCLE AND COOL DOWN

HEALTHY LIFESTYLE TOPIC: PUBERTY



- Learners are seated on the ground.
- Reflect on the session objectives, what did they learn about the puberty?
- Reflect on the sensitive nature of these discussions. Many learners will tend to make fun of the issues. Emphasise the serious nature of this topic.
- Emphasises any key messages not dealt with. In particular emphasise the issue of sexual activity and unwanted pregnancy.



SESSION 8

HEALTHY LIFESTYLE TOPIC: GENDER AND SEX



HEALTHY LIFESTYLE OBJECTIVES

1. Demonstrate an understanding of the concepts, gender and sex.
2. Understand the difference between gender and sex.
3. Understand and challenge stereotypes relating to gender and sex.

Total Time for Session 45 minutes

6



KEY MESSAGES/DISCUSSION POINTS

SEX ≠ GENDER

Sex Male / Female

Gender Masculine / Feminine

Biology:

chromosomes, hormonal profiles, internal and external sex organs

- In the context of this session, 'sex' refers to the biological characteristics that define people as males or females.
- People are born with a "sex" male, or female. We are born with different body parts. It is part of the natural process of life.
- Sex is a universal and a-historical concept, it does not depend on history and culture.
- Cannot be changed except by medical procedure.
- Example, only women can give birth and breastfeed.

Culture:

the characteristics that a society or culture delineates as masculine or feminine

- Refers to the socially constructed set of roles and responsibilities associated with being a male or female.
- Gender describes what society expects of us because of our sex.
- Gender norms can be challenged and changed over time.
- Gender roles vary in different societies, cultures and religions.

OPENING TEAM CIRCLE



1. The educator WELCOMES the learners and creates a friendly, safe environment.
2. The learners SHARE any important experience in their lives during the last week.
3. The educator INTRODUCES the objectives of the session by making the following statement.

"We are going to have a football match next week, girl's vs boys". Who wants to be captain of the boy's team? And the girls? Who will win this match?

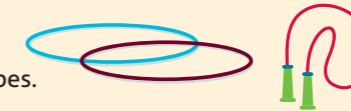
4. Use the responses to this question by having a brief "connected conversation" on sex and gender.

WARM-UP

HEALTHY LIFESTYLE TOPIC: GENDER AND SEX



Hula Hoops, Skipping ropes.



EQUIPMENT

Divide learners into 4 to 5 groups with males and females in each group.

SET UP

Do the following exercises separately as males and females.

- Learners must do the hula hoop for one minute.



- Learners toss the hoops into the air and catch.
- Learners skip with the ropes for 1 minute.



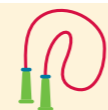
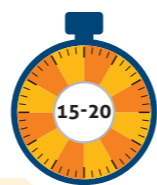
- Learners toss the hoops into the air and catch.
- Learners skip with the ropes for 1 minute.
- Jumping and landing on both feet learners jump over the rope, left to right and right to left.
- Girls and boys separately must create an activity using the ropes and hoops.
- After the exercise have a brief discussion on how the males and females performed in the exercises and reflect on the reasons for different performances if any.

6



APPLICATION

HEALTHY LIFESTYLE TOPIC: GENDER AND SEX



EQUIPMENT

Skipping ropes, shoe boxes, (2 litre ice cream containers or other similar containers may also be used), 3 per group. Flashcards with "Sex" or "Gender" statements.

SET UP

- Form two lines with the ropes about 30 m apart. Place the 2 shoe boxes per group on the middle line between the two lines.
- The containers are clearly marked, team A, SEX, team A Gender, team B SEX, Team B GENDER etc.
- On the opposite side of the area there is a container, each containing the same statements written on a flash card. The statements must be numbered.

ACTIVITY

- This is a relay game. If the numbers are uneven, assign one or two learners to assist you as a referee.
- Groups form behind the rope line. They agree quickly in which order they will be running.
- On the whistle the 1st learner in each group runs across to the shoe box, grabs ONE random statement and runs back to the group. The learner must read the statement to the group.
- The group must decide quickly if this is a statement relating to "SEX" i.e. a natural fact or GENDER, i.e. a socially constructed rule.
- The next player in line must run to the middle, place the statement in the correct container, then run across to the other end to collect the next statement.
- Repeat the process until all the statements are done or until the time is up. (The educator can decide on the time depending on time remaining for the session).

SEX AND GENDER STATEMENTS

STATEMENT	SEX/GENDER
Women give birth to babies, men don't.	SEX
Girls are gentle, boys are rough.	GENDER
It is best that men become long distance truck drivers.	GENDER
Women can breastfeed babies, men can bottle-feed babies.	SEX
Because they did not give birth to children men are not good at taking care of children.	GENDER
Men's voices break at puberty; women's do not.	SEX
Women should not get paid the same as men in professional sport because they don't put in as much effort.	GENDER

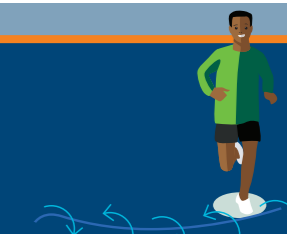
Women are better suited for caring professions such as nursing.	GENDER
Men are susceptible to prostate cancer, women are not.	SEX
Men could coach both men and women, but women should only coach women.	GENDER

CONCLUSION - CLOSING TEAM CIRCLE AND COOL DOWN

HEALTHY LIFESTYLE TOPIC: GENDER AND SEX



- All learners from the teams walk slowly across the area, they collect their answer boxes as well as the statement boxes.
- Learners sit in circles in their groups.
- They must arrange their statements in numerical order.
- The educator asks one learner from the 1st group to read the 1st statement, ask the others what they think, is this a "SEX" statement or a "GENDER" statement?
- Keep score and give a point for each correct answer.
- Continue until all statements are complete.
- Discuss any issues which come up but keep the session lively and fun, do not resort to lecturing.
- Conclude by finally asking a learner to explain the difference between SEX and GENDER.
- Emphasise the fact that they should challenge and change gender stereotypes.



SESSION 9

PE TOPIC SPORTS MANAGEMENT AND PLANNING

HEALTHY LIFESTYLE TOPIC: FINANCIAL LITERACY



HEALTHY LIFESTYLE OBJECTIVES

1. Learners must understand the key role that finance plays in their lives.
2. Learners must understand the importance of making informed decisions regarding the management and use of money.
3. Learners must understand how to start a club.

Total Time for Session 45 minutes



KEY MESSAGES/DISCUSSION POINTS

- Learners should learn to manage their finances and save from a young age.
- They should learn to budget and make good financial decisions.
- They should know what financial services or products are available e.g. savings accounts, current accounts, fixed deposits, unit trusts.
- They should know the different financial institutions in Namibia e.g. commercial banks, investment banks, insurance companies, microloan companies, Namibian Post Office Savings Bank.
- They should understand the advantages and disadvantages of borrowing, credit and debt.

Advantage	Disadvantage	Item
•		Credit is convenient. You do not need to carry a lot of money with you.
	•	Credit usually costs more than paying cash. Interest and other charges may be added to the purchase price.
•		You may save money, because you can take advantage of sales.
•		Credit can help if you need money for emergencies, such as unemployment, illness, death or property loss.
•		Credit is handy for making purchases through the mail, telephone and Internet.
	•	You may buy more than you can afford.
•		You can buy things that are needed now when you don't have enough money to pay for them.
	•	Credit ties up future income. When you use credit, you owe money that must be paid back from future income.

- The Learners must understand the importance of raising money as a class e.g. for excursions, or equipment.
- Discuss the importance of assisting those less fortunate than they are.
- Young people should also be introduced to fundraising and entrepreneurship at a young age. They must learn to become financially self-reliant and not depend on handouts.

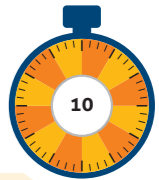
OPENING TEAM CIRCLE



1. The educator WELCOMES the learners and creates a friendly, safe environment.
2. The learners SHARE any important experience in their lives during the last week.
3. The educator INTRODUCES the objectives of the session through leading questions such as:
 - Who gets an allowance (pocket money) from your parents?
 - Do you have to earn your allowance?
 - Who does not get an allowance?
 - Who saves some money? How do you save, why are you saving?
4. Have a brief connected conversation using the key messages as a guideline.

WARM-UP

HEALTHY LIFESTYLE TOPIC: FINANCIAL LITERACY



Cones, pictures of various Namibian notes. One per learner.



EQUIPMENT



SET UP

Mark out an area of about 20X10 m with cones.

ACTIVITY

- The educator blows the whistle and learners walk at a normal pace around the area.
- The educator blows the whistle, calls out an amount of money, learners move inside the marked off area and 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.

NOTE TO EDUCATOR

Although this activity does not involve physical activity, learners are introduced to a few "principles of Sport Management and Planning" as required by the PE Syllabus.

APPLICATION

HEALTHY LIFESTYLE TOPIC: FINANCIAL LITERACY



EQUIPMENT

Flipchart Paper, Markers

SET UP

- Divide learners into 4 groups.
- Prepare 4 A 4 Sheets with the following words:
 - » Walking /Running Club
 - » Dance Club
 - » Chess Club
 - » Aerobics Club.

ACTIVITY

- Each group draws one of the clubs listed above. They announce which club they drew.
- Guide the groups through the following steps. Let all groups complete each step before moving to the next step.
- Each group must choose a "leader", they must announce who their leader is and give a reason why they chose that leader. Reflect briefly on the role of a good leader. (no lengthy lectures)
- Each group must discuss and write down why they want to start their club. Typical answers could include:
 - » To teach the learners new skills.
 - » To keep the learners out of trouble.
 - » Give learners an opportunity to spend time with their friends.

APPLICATION

HEALTHY LIFESTYLE TOPIC: FINANCIAL LITERACY

- » To gain leadership experience.
- » To do something that you are interested in.
- Write down all the things you need to start your club.
- Next to each item, write down what you think the cost of the item is. (The learners are not likely to know all the costs, let them guess). The educators should have researched the costs of the key items. Let the learners compare the difference between their perceptions of the value of items and the reality.
- Tell the learners that they have been granted 2 minutes each by the principal to market their clubs at the next school assembly. The group must plan a role play demonstrating how they will attract the learners to their club.

CONCLUSION - CLOSING TEAM CIRCLE AND COOL DOWN

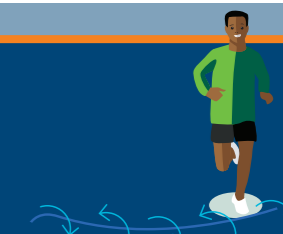
HEALTHY LIFESTYLE TOPIC: FINANCIAL LITERACY



- Ask the learners to reflect on the objectives. Ask learners to respond to questions such as:
 - Why is money important in your life?
 - How can you try to avoid poverty?
 - Can learners start a club at the school?
- Encourage the learner to try to start a club at the school.

NOTE TO EDUCATOR

- Allow for the learner's creativity and problem-solving skills. first, i.e. do not "tell" them, allow them to think through the steps.
- This is not a detailed lesson on starting a club, merely an introduction to some of the principles.
- This topic can also be spread over a few lessons, do not try to cover all the content in one lesson.





Implemented by:

