

# PHYSICAL EDUCATION 4 LIFE

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

**Pre-Primary to Grade 3**



Copyrights © Ministry of Education, Arts and Culture

ISBN:978-99945-2-293-4

Published by / Enquiries:

**Ministry of Education, Arts and Culture**

Government Office Park, Luther Street, Windhoek

Private Bag 13186, Windhoek Namibia

Tel:+264-(0)61-2933204 / 2833358

Fax: +264-(0)61-2933922

Email: Ayesha.Wentworth@moe.gov.na

Website: www.moe.gov.na

**Ministry of Sport, Youth and National Service**

Private Bag 13391, Windhoek Namibia

Tel:+264-(0)61-270 6548

Fax: +264-(0)61-249932

Email: Rogerdeltry.Kambatuku@msyns.gov.na

Website: www.msyns.gov.na

**Supported by:**

University of Namibia (UNAM)

'Sport for Development in Africa' (S4DA) Regional Programme

by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ)

**Edited by**

Donny Jurgens Development Service

**Proofread by:**

Multilingua Namibia

**Design and layout**

Snowballstudio

**Photography**

GIZ - Friederike Kroner

**Printed by**

Christer Printing and Design



GLOSSARY OF ACRONYMS	6
FOREWORD	7
INTRODUCTION	8
<b>CHAPTER 1 WHAT IS PHYSICAL EDUCATION</b>	<b>11</b>
12   Alignment with PE Syllabus	
13   Links to Other Subjects and Cross-Curricular Issues	
13   Approach to Teaching and Learning	
14   End of Phase Competencies	
14   What is Physical Activity?	
15   What is Physical Literacy?	
<b>CHAPTER 2 KEY CONCEPTS</b>	<b>17</b>
18   What is Sport?	
18   Sports Development	
20   What is Sport 4 Development?	
20   What is Sport4Life?	
21   What is Holistic Development?	
22   Why are Physical Education and Sport Good Tools for Holistic Development?	
<b>CHAPTER 3 PHYSICAL EDUCATION FOR LIFE</b>	<b>25</b>
26   Aims of PE4Life	
27   PE4Life Sessions	
28   Participation in Sport and Other Physical Activities	
28   Events	
<b>CHAPTER 4 THE PE4LIFE EDUCATOR</b>	<b>31</b>
32   Roles of a PE4Life Educator	
32   Responsibilities of a PE4Life Educator	
33   Safeguarding Children	
34   The PE4Life Educator as a Role Model	
35   Connected Physical Education	
37   Connected PE - The Opening and Closing Circle	
<b>CHAPTER 5 PLANNING YOUR PE4LIFE TRAINING SESSIONS</b>	<b>41</b>
42   Preparing and Structuring Training Sessions	
45   Important Issues to Remember when Teaching Young Learners in the Junior Primary Phase	
<b>CHAPTER 6 INCLUSIVE EDUCATION</b>	<b>47</b>
48   Introduction	
48   What is Inclusive Education?	
50   What is Inclusive Physical Education?	
50   Barriers to inclusion in Physical Education, Sports and Play	
51   Strategies for Inclusion	
51   The TREE Framework	
53   Tiemann's Model of Action	
54   Roles, Responsibilities and Qualities of an Inclusive Educator/Coach	
54   Role of Parents and the Community	
54   Planning your Practical Sessions	
<b>CHAPTER 7 SAMPLE PRACTICAL SESSIONS</b>	<b>57</b>
58   Introduction	
59   Session 1 – Imitative Activities, Motivation, Focus and Discipline	
66   Session 2 – Imitative Activities, Motivation, Focus and Discipline II	
70   Session 3 – Muscular Strength, Endurance and Numeracy	
76   Session 4 – Muscular Strength, Endurance and Numeracy II	
84   Session 5 – Flexibility and Healthy Living	
92   Session 6 – Locomotor Movements and Decision-making	
100   Session 7 – Basic Body Positions and Know My Body	
111   Session 8 – Jumping, Rope Skipping and Goal Setting	
120   Session 9 – Ball Skills, Cooperation and Teamwork	
130   Session 10 – Shuttle Runs, Relay Games and Care for the Environment	
136   Session 11 – Balancing and Communication	
143   Session 12 – Safe Landing and Self-Esteem	
152   Session 13 – Jump Rope and Road Safety	
158   Session 14 – Basic Gymnastics Skills, Planning and Preparation	
166   Session 15 – Orientation and Population	
172   Session 16 – Running Activities and Leadership	
180   Session 17 – Tag Games and Substance Abuse	
186   Session 18 – Ball Games and Human Rights	
190   Session 19 – Games and Financial Literacy	
197   Session 20 – Movement, Football and HIV/AIDS	
203   Session 21 – Locomotor Movement and Covid-19	

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

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

The holistic development of learners is key to achieving these outcomes, and the importance of physical activity in the stimulation of cognitive development during early childhood cannot be underestimated. The acquisition of the appropriate psychomotor skills has a direct impact on the capacity of a child to master academic requirements. The skills that learners acquire or do not acquire in the foundation phase have a far-reaching impact on the rest of a child's academic trajectory.

Namibia, like many other countries, faces numerous challenges in achieving its goals, not the least of which include the non-communicable and lifestyle diseases which are amongst the leading causes of death in Namibia. It is our belief that if we provide learners with the environment and the tools to acquire the fundamental physical skills, this will contribute to a lifetime of physical activity. "Science tells us that early experiences are built into our bodies and shape lifelong learning, behaviour and health."

Some of the other challenges facing Namibia include gender-based violence, substance abuse, HIV prevalence among adolescents, and a considerable incidence of learner pregnancies, which constitute significant barriers to the health and well-being of Namibian children and young people. These challenges have resulted in a significant proportion of learners being forced to repeat grades and high attrition rates.

Physical education as a subject in the National Curriculum for Basic Education contributes to health and wellness education. As outlined in the UNESCO guidelines for Quality Physical Education (QPE), a strong curriculum promotes movement competence to structure thinking, express feelings and enrich understanding. Through participation in competition and cooperation, learners appreciate the role of rules, values and fair play, they value and celebrate each other's various contributions as well as the importance of teamwork. Life skills are not only learned through textbooks but through implementation and learning by doing. The MoEAC has realised the potential of Integrated Physical Education and School Sports (IPESS) as a vehicle not only to a healthy nation, but also towards improving the life skills of our learners.

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

The Ministry has joined forces with the Ministry of Sport, Youth and National Service, the University of Namibia (UNAM), 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 range of PE4Life teachers' guides. This guide for pre-primary to Grade 3 contains sample lesson plans for PE teachers, which are age-appropriate and integrate the outcomes of the physical education curriculum with Sport4Development (S4D) outcomes.

S4D is defined as the intentional use of sport and physical activity to bring about positive change in the lives of communities. This manual intentionally uses PE to strengthen life skills in order to contribute towards positive and healthy life choices by our learners.

The ISHP has a big focus on school safety and has developed the National Safe School Framework (NSSF) to develop a culture of care within the school environment. It is our ardent belief that if teachers engage with these materials it will lay the foundations for a caring and understanding school environment, which will contribute to the success of learners in all realms of life.

As PE educators, a huge impact can be made on the outcomes of each and every learner in your class. I appeal to all teachers and educators to fully embrace this programme and engage actively with this guide.

Sincerely,



**Sanet L. Steenkamp**  
Executive Director

Ministry of Education, Arts and Culture



Welcome to the “Physical Education for Life” (PE4Life) educator’s guide for the junior primary phase.

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

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

This guide **supplements** the physical education syllabus for the junior primary phase. Although the main target audience of this guide is educators in the junior primary phase of schools in Namibia, it is evident that the current PE programme in schools is not adequate to bring about sustainable behavioural change in children.

The guide will introduce educators to a methodical approach to integrating holistic developmental elements into physical education sessions at schools in an innovative and unique way to bring about lifelong behavioural change and have an impact on broader society. There will also be guidance on integrating PE with school sport.

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

- 1 Ministry of Education, Arts and Culture (MoEAC)
- 2 Ministry of Sport, Youth and National Service (MoSYNS)
- 3 University of Namibia (UNAM)
- 4 GIZ ‘Sport for Development in Africa’ regional programme (S4DA)

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

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

The guide is closely aligned to the physical education syllabus for the junior primary phase (pre-primary and Grades 1 to 3). The sample activity sessions in this guide will align with themes and topics from the syllabus. Thus, PE4Life topics include personal development skills, life skills, values, social issues and healthy lifestyle themes.

The guide will **not** be able to cover the entire PE syllabus. The sample sessions will provide examples across the themes and topics in the syllabus but do 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. Although the sample activity sessions are planned for 45 minutes each, the educators must be flexible and prepared to spread the activity sessions over several lesson periods if necessary.

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

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

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

The first part of the guide will focus on the theory of PE4Life and will make a case for physical education, physical activity and sport. The second part of the guide will provide sample sessions.

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

**CHAPTER 2** introduces key concepts such as **sport**, **sports development**, **Sport4Development**, **Sport4Life** and **holistic development**. Most educators and coaches in Namibia will have a fairly good understanding of competitive sport, but this chapter introduces different approaches and concepts.

**CHAPTER 3** introduces the educator to the key purpose of this guide, the Physical Education 4 Life programme. It outlines the aims and objectives of PE4Life and brings across the message that PE4Life sessions are different in that they combine physical activity with other developmental objectives. In this chapter, educators are encouraged to form partnerships with other stakeholders to make the implementation of PE4Life easier and more sustainable. Educators are also encouraged to organise development-orientated events.

**CHAPTER 4** begins with an outline of the **roles** and **responsibilities** of the **PE4Life educator**. The chapter explains that the educator must now play a totally different role. The chapter introduces the critical aspect of **safeguarding** learners and dealing with issues of abuse and harassment. The chapter further introduces the concept of “**connected physical education**”, an approach in which educators form stronger relationships with learners and other stakeholders.

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

**CHAPTER 6** introduces **inclusive education** and strategies for inclusion into PE4Life sessions such as the TREE framework and Tiemann’s model of action. Furthermore it elaborates on the roles and responsibilities of an inclusive educator/ coach, the role of parents and the community as well as provides planning tips on preparing your practical inclusive sessions.

**CHAPTER 7** provides the educator with **sample sessions**. The educator must understand from the onset that this is not a comprehensive set of sessions to cover every PE topic in the syllabus but merely a few examples of how physical activity, games and sport can be integrated with personal development topics, life skills and healthy lifestyle themes. Using these examples and their own creativity, educators should be able to apply these principles to other PE topics.

# CHAPTER 1

## WHAT IS PHYSICAL EDUCATION?



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

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

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

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

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

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

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

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

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

In Namibia, the importance of physical education in schools has also been recognised. PE is compulsory in Namibia and in the junior primary phase, two periods of PE per week are prescribed.

## ALIGNMENT WITH PE SYLLABUS

PE4Life is not the same as the current PE programme in place in Namibian schools. As has been indicated before and will be emphasised again later, PE4Life involves much more than just the programme in schools. It involves after-school sport and encouraging daily unstructured but regular physical activity. In spite of this, PE4Life aligns closely with the pre-primary and junior primary syllabus. PE is incorporated into the pre-primary syllabus under the section “Physical Development”<sup>2</sup> and there is a separate PE syllabus for the junior primary phase (Grades 1 to 3)<sup>3</sup>.

Both these documents are available on the NIED website. The two syllabi also align very well with the aims and objectives of PE4Life. The elements which align well are included below.

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

<sup>2</sup> See NIED (2015): [http://www.nied.edu.na/assets/documents/02Syllabuses/01PrePrimary/04Oldsyllabuses\(Upto2014\)/Pre\\_Primary\\_Syllabus\\_English\\_Version\\_2014.pdf](http://www.nied.edu.na/assets/documents/02Syllabuses/01PrePrimary/04Oldsyllabuses(Upto2014)/Pre_Primary_Syllabus_English_Version_2014.pdf)

<sup>3</sup> See NIED (2014): [http://www.nied.edu.na/assets/documents/02Syllabuses/02JuniorPrimary/01Syllabuses/02English/JP\\_Syllabuses\\_Section5-PE\(English\)\\_Mar.2015.pdf](http://www.nied.edu.na/assets/documents/02Syllabuses/02JuniorPrimary/01Syllabuses/02English/JP_Syllabuses_Section5-PE(English)_Mar.2015.pdf)

## LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES

The junior primary PE syllabus encourages links to other learning areas as a contributor to the holistic development of the child. Cross-curricular issues deal with the particular risks and challenges faced by Namibian society, especially for Namibian children. These issues include:

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

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

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

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

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

These are just a few examples of integrating various aspects of sport and 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.

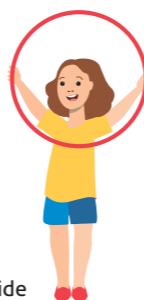
## APPROACH TO TEACHING AND LEARNING

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

### What is LCE?

LCE comes directly from the National Goals of equity (fairness) and democracy (participation). It means that the educator puts the needs of the learner at the centre of what they do, as opposed to the learner being made to fit in to what the educator has planned. It also means that the educator must start by finding out the learner’s existing knowledge. The PE4Life approach is designed to do exactly that. Each PE4Life session starts with an opening circle during which the educator asks the learners open questions to find out what they already know. For example: In the conventional method of teaching (an educator-centred approach), the educator may start a PE lesson by saying, “Today we are going to have a lesson on muscular endurance.” Using the LCE approach, however, the educator would say things such as, “Who can tell me what muscles are? Do you agree with Nicodemus, Sarah? Everybody, show me your muscles.”

Children in the junior primary phase are generally naturally curious and eager to learn. They love to talk and express themselves. Their views and perspectives must be appreciated. They must be empowered and allowed to think, make decisions and take responsibility. It is important that learners become partners in the learning process, rather than merely following the instructions of the educator in a strict hierarchy.



## ALIGNMENT WITH PE SYLLABUS (CONTINUED)

## END OF PHASE COMPETENCIES

Although this guide will not be able to cover every single competency, it is worth noting the competencies expected for the phase. On completing Grade 3 of the junior primary phase of education in physical education, learners are expected to show competency in the following areas:

**(i) Physical fitness**

- Participate regularly in physical fitness activities such as imitative, strength, endurance, flexibility and coordination.
- Follow instructions and routines in physical activities and games.

**(ii) Gymnastics**

- Demonstrate and apply a combination of skills with partners such as locomotor, rotational, jumping and balancing activities, using small and big apparatus.

**(iii) Athletics**

- Demonstrate endurance by performing different activities such as running, jumping, and throwing, and participating in competitive activities.
- Show cooperation with others and an attitude of healthy competition.

**(iv) Sports skills**

- Demonstrate positive sportsmanship and an adherence to safety rules such as changing into appropriate clothes, obeying commands and care of apparatus.
- Apply muscle control skills such as dribbling, kicking, throwing and catching.

**(v) Games in limited space**

- Explain why they need to be physically active and how their bodies feel during different activities.
- Describe and demonstrate how to play safely.

## WHAT IS PHYSICAL ACTIVITY?

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

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

Regular physical activity has several well-documented benefits. Junior primary children should be constantly reminded of these benefits in fun, interactive ways. The benefits will be explained in more detail later.

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

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

## WHAT IS PHYSICAL LITERACY?

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

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

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

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

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

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

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

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

During this guide, you will come across various terms and concepts which could become confusing. It is very important that educators clearly understand the key concepts involved when providing QPE. At this stage of the children’s development, there should be less emphasis on structured and formal sports competitions and sports development and more emphasis on other forms of activities as outlined below. The concepts explained below will introduce the educator to different activities. Here is a brief explanation of the key concepts.



# CHAPTER 2

## KEY CONCEPTS



## WHAT IS SPORT?

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

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

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

The most common sports currently practised at schools include soccer, netball and athletics. The more affluent schools also offer sports such as rugby and cricket. The practise of sport is intended to develop individuals holistically, i.e. physically, cognitively, emotionally and socially. However, most sports programmes focus mainly on the physical dimension (the body), while the cognitive, emotional and social dimensions are largely incidental and not proactively dealt with. The four dimensions of holistic development will be dealt with in chapter 2.5.

## SPORTS DEVELOPMENT

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



Figure 1: The Sports Development Continuum

### Foundation

- Targeted at beginners, mainly children
- Focus on basic skills and movement
- Focus on mass participation (large numbers)
- Focus on fun and enjoyment
- Introduce sedentary children (non-participants) to some forms of activity
- This level is most applicable to the junior primary phase, the target of this guide
- Focus should not be sport-specific, rather on encouraging basic movement skills, motor skills, fun and enjoyment

### Participation

- Higher level of specialisation. The participants choose their favourite sports
- Regular training and participation in a specific sport
- Participants play for the school team or join a community club
- Participation in leagues and tournaments is common
- NB: During the JPP do not focus on playing in leagues and tournaments, but you may discover exceptional talent at a young age that needs to be nurtured.

### Performance

- Focus on improving performance and technique
- Developing sport-specific skills
- Regular training and coaching
- Needs specialised equipment and facilities
- Performance at club and regional level
- Generally, should not be a focus in the junior primary phase

### Excellence

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

School sport in Namibia generally focuses on the **foundation** and **participation** levels of sport development. Most schools participate in school sport competitions organised by the Namibia Schools Sport Union (NSSU). The focus of current school sports programmes is more on competitions and winning and not so much on the mastering of skills and development. Less talented learners are therefore generally excluded from this performance-based approach to school sports participation. Your role as a junior primary PE4Life educator is to **create opportunities for ALL learners** to be exposed to a variety of sports. **Inclusion** is a fundamental principle of the PE4Life approach.

## WHAT IS SPORT 4 DEVELOPMENT?

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

“The intentional use of sport and physical activity as a tool to bring about positive change in the lives of people and communities.”<sup>4</sup>

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

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

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

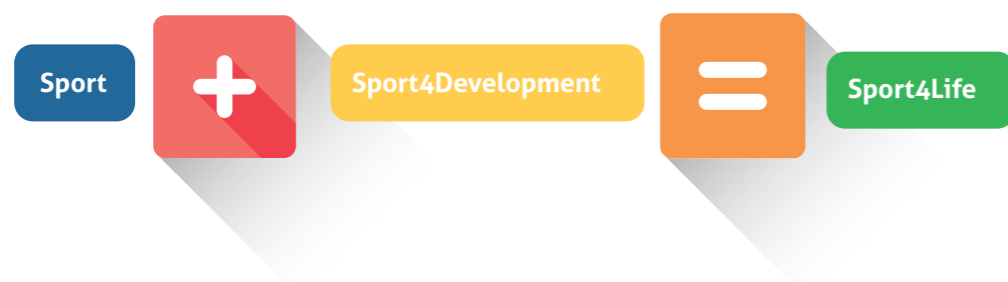
As can be seen above, in the S4D approach the focus **shifts** from developing the sport to **developing the person holistically**, developing the **community** and addressing **social issues**, using physical education, physical activity and sport as tools. In the S4D approach, the developmental objectives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

## WHAT IS SPORT4LIFE?

You may come across terms such as Sport2Life, Sport4Life, Football4Life, Basketball4Life, Volleyball4Life, Netball4Life, etc. This may cause more confusion.

Firstly, you need to understand that different implementing organisations in Namibia may have developed different programmes using slightly different terminology over time (e.g. UNICEF calling it Sport2Life). The principles are similar so this should be no cause for concern.

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



A very good example of a programme which combines the positive attributes of sport with holistic developmental objectives is the Galz & Goals programme, funded by UNICEF.

<sup>4</sup><https://sported.org.uk/about-us/what-is-sport-for-development/>

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

## WHAT IS HOLISTIC DEVELOPMENT?

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

Earlier we mentioned that holistic development involves four dimensions, namely **physical development, cognitive development, emotional development and social development**. What does this mean?

### 1. The physical dimension: *the body* Improve the child's:



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

### 2. The cognitive dimension: *the mind* Improve the child's ability to:



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

### 3. The emotional dimension: *emotion and experiences* Improve the child's ability to:



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

### 4. The social dimension: *people interact with each other* Improve the child's ability to:



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

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

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

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

### • PHYSICAL ACTIVITY

- Improves health.
- Reduces obesity.

### • LEARN SOCIAL SKILLS, FOR EXAMPLE:

- Getting along with others.
- Being less likely to bully others.
- Respecting older people, i.e. their educators, coaches, referees.
- Coping with success but also with setbacks (such as losing a match or missing a goal).
- Learning life skills such as leadership, team building and communication. These skills will help them at school but also in their future lives and in their future personal relationships.
- Developing social cohesion, and getting along with people from other cultures.

### • DEVELOP SELF-ESTEEM BY:

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

### • ACADEMIC PERFORMANCE

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

### • LIFELONG HEALTH

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

### • THE CROSS-CUTTING NATURE OF PE AND SPORT

- PE and sport can be used to address a broad range of social and economic challenges. By making an intentional connection with the social and economic challenges during PE and sports sessions, the educator can make headway towards addressing these challenges. At junior primary level, this must be done in a simple and fun way that children can easily relate to. Examples of socio-economic issues include:

- Bullying
- Substance abuse
- Gender-based violence
- Poverty
- Physical and emotional abuse.

### • PE AND SPORT CAN HELP TO ADDRESS THE GLOBAL SUSTAINABLE DEVELOPMENT GOALS (SDGS), FOR EXAMPLE:

#### • Goal 3. Ensure healthy lives and promote well-being for all at all ages.

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

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

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

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

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



# CHAPTER 3

## PHYSICAL EDUCATION FOR LIFE (PE4LIFE)



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

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

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

- (i) It refers to **preparing** the learners for **life**, i.e. giving them the knowledge, skills and tools to deal with the issues they will face in their **lives**.
- (ii) It refers to "**lifelong**" **behavioural change**. It attempts to instil a lifelong love for physical activity and lifelong healthy living. As the children in the junior primary phase become young adults and then older 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 but also aims to use sport as a vehicle to educate children on **life skills**, **healthy lifestyles** and other important **social issues** they are facing.

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

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

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

- Healthy Living
- Healthy Relationships
- Financial Literacy
- Road Safety

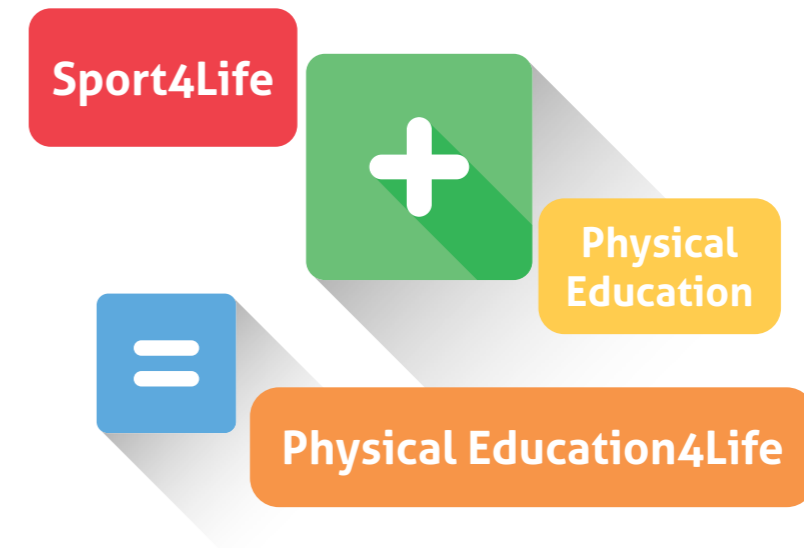
**Social issues** refer to challenges that impact the entire community. These concerns go beyond personal issues, instead impacting the community as a whole. Social issues include:

- Substance Abuse
- Care for the Environment
- Care for the Elderly

## AIMS OF PE4LIFE

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

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



## PE4LIFE SESSIONS

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

- **Physical education objectives**
- **Developmental objectives**

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

### PARTICIPATION IN SPORT AND OTHER PHYSICAL ACTIVITIES

The junior primary physical education syllabus prescribes two periods of PE per week. 90 minutes are not enough to bring about sustained behavioural change and lifelong participation.

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

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

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

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

### EVENTS

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

At the junior primary level, there will be less of a focus on highly competitive events such as leagues and tournaments. The focus will be more on fun festivals with developmental objectives. Examples of suitable events may include:

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

In line with the LCE approach described earlier, children should be involved in the planning and organisation of such events. They should be given the opportunity to suggest ideas for fun events and they should be allowed to lead some of the activities.

The children can be trained and supervised to organise these events and competitions themselves, even at junior primary level. They can practise a hands-on approach and learn valuable skills. In this way, cross-curricular outcomes can also be achieved.

Examples:

- **Marketing, Communication and Literacy** – Children market activities amongst other children. They could be given an opportunity to communicate with their peers. They can design posters. They can write a few sentences about events.



- **Numeracy** – Children can keep score in a match or perform other numerical operations in line with the junior primary syllabus.
- **Organisational Skills** – Children can play a role in planning and implementing a simple event, e.g. a match against another class.
- **Financial Literacy** – They budget for an event. Children must begin to think about the value of items and the need for basic financial planning.
- **Entrepreneurial Skills** – Children sell refreshments at the event and make the refreshments as well, e.g. hot dogs. They also charge an entry fee for attending or participating in the event.

In summary:

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



# CHAPTER 4

## THE PE4LIFE EDUCATOR





PE4Life is NOT “business as usual”. It is NOT the normal PE Curriculum with a slight twist. PE4Life aligns very closely with the junior primary National Policy Guide in that it strongly advocates Learner-Centred Education (LCE). The JP National Policy Guide prescribes that the role of the educator must shift to that of a “**facilitator**”. This is precisely the PE4Life approach.

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

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

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

As indicated in the JP National Policy Guide, the learner-centred approach means the educator has more time to develop a more **personal interest in the learners** and can establish a **proper relationship** with each learner.

### ROLES OF A PE4LIFE EDUCATOR

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 the learners.

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

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

### RESPONSIBILITIES OF A PE4LIFE EDUCATOR

As a PE4Life educator, your responsibilities are to:

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

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

### SAFEGUARDING CHILDREN

The learners may face various forms of harm at home, at school and on the sports ground. Examples include:

- ➔ **At Home /In the Community**
  - Hunger, poverty, neglect
  - Crime and violence
  - Bullying
  - Abuse on the basis of gender
  - Physical punishment by parents
  - Alcohol and other substance abuse

- ➔ **At School**
  - Overcrowded classrooms
  - Bullying
  - Abusive educators
  - Sexual harassment
  - Physical abuse (corporal punishment)

- ➔ **In Sport**
  - Coaches embarrass or humiliate children
  - Overtraining
  - Untrained coaches causing injury
  - Inappropriate touching
  - Harassment by coaches
  - Sexual abuse
  - Favouritism

The PE4Life educator must be aware of these instances of harm that could face the children under his/her care. The PE4Life educator must take responsibility for safeguarding the children.

Safeguarding is about **protecting the health, well-being and human rights** of individuals, to allow people, especially children and vulnerable adults, to live and play in a safe environment, free from harassment, abuse and exploitation.

Children must feel that they are free to report any instances of harm. The educator may not have the necessary training or skills to deal with issues but the PE4Life educator must ensure that the necessary systems are in place to deal with safeguarding issues. This would be a good opportunity to involve other stakeholders such as the Ministry of Health and Social Services or relevant NGOs.

## THE PE4LIFE EDUCATOR AS A ROLE MODEL

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

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

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

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

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

- **Fairness** – Treat the learners alike, do not victimise, do not have favourites. Do not scold or humiliate the learners, especially not in front of their peers.
- **Helpfulness** – Some learners will have difficulty with some of the activities; help and support them, don't make them feel despondent.
- **Flexibility** – Adapt the difficulty of the activities necessary to the skill levels of the learners. This can be done by:
  - decreasing or increasing the distance or height.
  - decreasing or increasing the number of repetitions.
  - reducing or increasing the speed.
- **Patience** – Be prepared to repeat some activities; don't get frustrated with the learners.
- **Respect** – The learners may have ideas on the session; respect and value their input and encourage them to respect each other.
- **Self-criticism** – This will be difficult at first for both the learner and the educator 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. If you implement a suggestion coming from a learner, acknowledge that it was their idea. This will really help to build their self-esteem.
- **Tolerance** – Educators tend to be authoritarian and intolerable of what they perceive to be a 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 encourage children to have a positive attitude in life and respect for others. As a PE4Life educator, you must demonstrate the same behaviour that you expect from your learners, both during the PE session and in their communities.

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

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

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



These learners should be recognised at the school assemblies, and 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.

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

## CONNECTED PE – THE OPENING AND CLOSING CIRCLE

### OPENING CIRCLE

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

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

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

**Step 2** – The educator facilitates a **connected conversation** with and amongst the learners. The learners could share any highlights, achievements or challenges. There could be a brief discussion about something significant that happened in the community or the country, or even internationally. **NB: The educator must have a CONVERSATION! The educator must not ask closed rhetorical questions but rather open questions**, e.g. NOT – “Are you all feeling fine today?” Rather – “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.



**CLOSING TEAM CIRCLE**

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

- Step 1** – The educator reviews the session outcomes. He/she asks the learners to share what they 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.

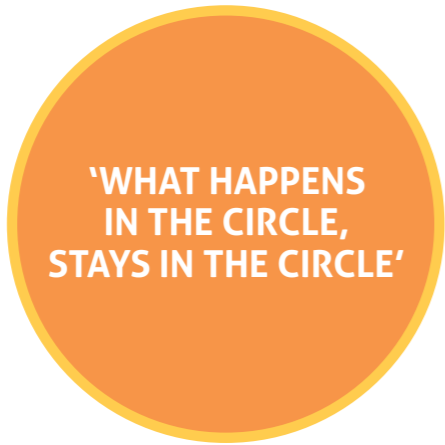
The **Connected Physical Education** approach may at first be difficult for both the educator and the learners. Having **connected conversations** will not come naturally for some educators. It will become easier as the educator develops more experience at **facilitating** the conversation and as learners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

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

It is important to create a safe, respectful and open conversation where learners feel, they can express their ideas and reflect on their own 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:

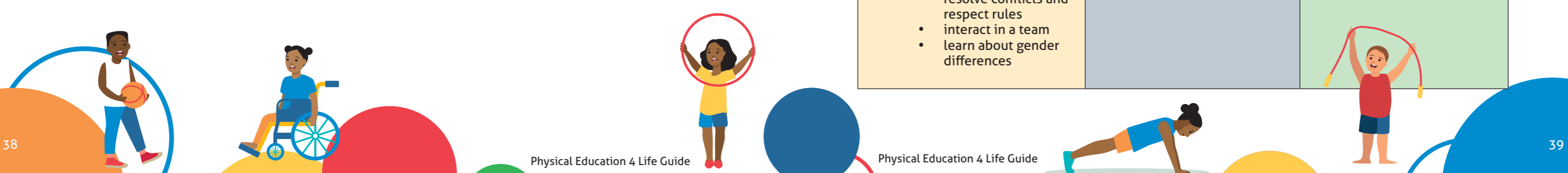


Encourage learners to show respect to their peers, listening, contributing, and acting responsibly.

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

**FOUR DIMENSIONS OF A PE4LIFE EDUCATOR**

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



# CHAPTER 5

## PLANNING YOUR PE4LIFE TRAINING SESSIONS



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

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

Please note the following:

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

**PREPARING AND STRUCTURING TRAINING SESSIONS**

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

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



In **structuring** your PE4Life session generally include the following **phases** as described below:



Remember:

- To have **CONNECTED CONVERSATIONS**, not monologues or question and answer sessions.
- To **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.
- **Introduce the Development Outcomes for the Session**  
The educator introduces the developmental 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 or the 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."
- **Keep it brief.** Stick to the allocated time.



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



When the warm-up activity is concluded, the educator may bring the learners together again in a team circle. The educator could reflect briefly on the warm-up activity and highlight the link with the developmental outcome. The educator then organises the group to conduct the **main parts**.

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



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

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:

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

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

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

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

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

**5. COOL DOWN**

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



**6. CLOSING CIRCLE** (AS DESCRIBED IN CHAPTER 4)

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 PE4Life outcomes. The educator must also emphasise how the PE4Life topics could apply in their daily lives.

Remember:

- DON'T TELL the learners, **ASK** them.
- DON'T lecture, **INVOLVE** the learners.
- Use the learner-centred approach as much as possible.

The closing team circle can finish with a motivational chant.

**Problems often occur with sessions when:**

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

**Motivation often drops when:**

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

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

- **Praise** the learners. Let them know they are worthy. Let them know that you like them. Let them know when they do something well. Comfort and encourage them when they fail. Help them to succeed.
- **Pay attention** to their physical health. Be cautious though – learners often fake illness to avoid doing PE.
- **Encourage** learners to dream and use their imaginations as it is important for their development. Encourage them to imitate. Many of the sessions include imitative activities, e.g. walk like Spiderman, fly like a bird or an aeroplane.
- Create as much **movement** during activities as possible. Learners must not wait too long to have their turn.
- Teach through concrete **experiences** – young children in the junior primary phase have not fully developed the ability to think abstractly. Do not lecture them, especially on the holistic developmental topics. Provide activities in which they can play with things, touch the balls, hoops, ask them what is the colour of the ball, etc.

**ALWAYS TRY TO FIND OUT WHAT THE LEARNERS KNOW; YOU WILL BE SURPRISED AT WHAT YOU LEARN!**



# CHAPTER 6 INCLUSIVE EDUCATION





## INTRODUCTION

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

Target 4.5. reads as follows:

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

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

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

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

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

## WHAT IS INCLUSIVE EDUCATION?

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

- race
- ethnicity
- religion
- gender
- ability

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

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

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

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

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

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

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

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

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



## WHAT IS INCLUSIVE PHYSICAL EDUCATION?

Consequently, "Inclusive Physical Education" is the approach to involve ALL learners in Physical Education (PE), Physical Activity (PA) and Sport. Inclusive PE is more than just actions or adapting sessions to be inclusive. It involves a set of values and beliefs. It recognises the right of all learners to be physically active and receive the holistic benefits of PE, PA and Sport.

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

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

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

- i) **Attitudinal barriers**
  - Underestimating people's ability
  - Lack of knowledge about disabilities
  - Lack of prior contact with people with disabilities
  - Fear of the unknown
  - Unfriendly/unwelcoming educators
  - Lack of encouraging leadership
  - Overprotection
  - Stereotyping, stigmatising, discriminating
  - External perceptions of disability
- ii) **Structural barriers**
  - Lack of knowledge
  - Lack of training programmes and trained educators and coaches
  - Lack of structured and organised activities and opportunities
  - Lack of positive early childhood experiences
  - High unemployment among persons with a disability --> low income/poverty
  - Lack of financial support
  - Lack of effective law enforcement
  - Lack of parental encouragement and support
- iii) **Access barriers**
  - Transport
  - Facilities
  - Programmes
  - Equipment
- iv) **Personal barriers**
  - Inactive lifestyles
  - Negative attitude towards PE and Sport (I can't do it!)
  - Lack of confidence
  - Low self-esteem/poor body image/ negative self-perception
  - Lack of role models
  - Lack of qualified personnel

## STRATEGIES FOR INCLUSION

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

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

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

## THE TREE FRAMEWORK

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



- i) **Teaching Styles**  
This is all about how the educator delivers the activity, how they organise, lead and communicate. How the educator goes about things can have a big impact on successful inclusion. Here are some things the PE4Life educator should be aware of:
  - The abilities and needs of all the participants.
  - Verbal communication – use age-appropriate language.
  - Keep instructions short and simple and check for understanding. Note:
 

The learners will remember

    - 10% of what they hear
    - 40% of what they see and
    - 90% of what they do!!
  - Be mindful of your positioning – are participants within visual and audible range?
  - Using appropriate physical assistance — guide a participant's body parts through a movement.

- The use of visual aids and demonstrations, such as whiteboards or cue cards.
- Try a buddy system.

### ii) Rules and or Regulations

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

Here are some suggestions:

- Allow for more bounces in games like tennis, more steps in basketball or more hits in volleyball.
- Reduce the number of players on a team to increase the chances of getting involved.
- Increase the number of players on a team to decrease the amount of activity required by each player.
- Allow for more frequent substitutions.
- Allow rolls, bounces, or underarm in cricket, baseball or softball.
- Reduce or remove competitive elements such as scoring.

### iii) Environment

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

- Reducing or increasing the size of the playing area.
- Implementing zones within the playing area.
- Reducing net, hoop or goal height and width.
- Using a smooth surface such as an indoor court.
- Limiting distractions in the surrounding area such as loud music, noise, unnecessary equipment or other activities.
- Limiting the attendance of spectators.
- Making sure you position yourself and move around so that everybody can see your demonstrations.

### iv) Equipment

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

- Change the size.
- Change the weight.
- Change the length.
- Change the way you use the equipment.
- Use balls that bounce less or float more.
- Use equipment that contrasts with the area of play.
- Give the participants a choice of equipment.

For more information on the TREE Framework see :  
[https://youtu.be/ej\\_FcmjCr2g](https://youtu.be/ej_FcmjCr2g)

## TIEMANN'S MODEL OF ACTION

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

The "model of action for inclusive physical education" aims to connect different forms of planning for designing inclusive PE by combining four different activity types with different learning situations and modification approaches:

### (i) Open activity

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

### (ii) Adapted, common activity

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

### (iii) Adapted, parallel activity

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

### (iv) Comprehensive activity

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

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

Tiemann also outlines the following three learning situations:

#### 1. Coexistent learning

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

#### 2. Subsidiary learning

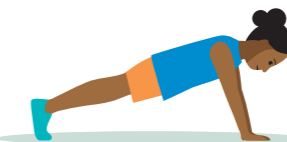
Learners participate in pairs or groups. Sometimes both sets of learners work towards reaching their goals, e.g. catching or throwing a ball. On other occasions, the learners without impairments work solely to support the learners with an impairment, e.g. guiding a blind person to direct a ball at a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

#### 3. Cooperative learning

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

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

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



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

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

- (i) The most important is to have a positive attitude towards inclusion. The educator must take proactive steps to deliver inclusive PE4Life sessions not because they have to but because they want to. The educator must “embrace” inclusive education.
- (ii) Educators must have a level of competence and knowledge. All educators cannot be specialists, but they must have sufficient knowledge to deal with the marginalised and excluded learners in their care. Educators must be prepared to do more research to meet the needs of the learners. There is an abundance of manuals available for free and endless information on the internet. Some organisations also offer online training.
- (iii) The inclusive PE4Life educator must understand the individual needs and circumstances of the learners. Each marginalised or excluded learner will have different challenges, impairments and obstacles. Each marginalised or excluded learner will come from different economic conditions at home, different support structures or varying levels of lack of support. In theory, each learner will have a different set of goals and outcomes. This is not as difficult as it may seem. Through constant positive engagement with the learners, the educator can get to understand the needs of each learner and, with their input, you can plan an effective, inclusive intervention programme.

## ROLE OF PARENTS AND THE COMMUNITY

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

## PLANNING YOUR PRACTICAL SESSIONS

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

In planning your Inclusive PE4Life session ask yourself the following key questions:

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

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

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



# CHAPTER 7

## SAMPLE PRACTICAL SESSIONS



## INTRODUCTION

1. These sample sessions align with the junior primary phase syllabus for physical education but are not intended as a textbook to cover the entire junior primary phase syllabus.
2. The main aim of these sessions and the manual as a whole is to introduce educators and coaches to the PE4Life concept and demonstrate how holistic developmental objectives can be combined with physical education activities.
3. It may not be possible to complete all the activities in a 45-minute lesson; educators must use their discretion and may divide the activities over two or more sessions.
4. These sessions are mere guidelines – you may adapt the sessions as you deem fit, depending on the amount of space, as well as the equipment, you have available.
5. Your feedback would be appreciated as you implement the sessions.



## SESSION 1 – IMITATIVE ACTIVITIES, MOTIVATION, FOCUS AND DISCIPLINE

PE THEME: PHYSICAL FITNESS

PE TOPIC: IMITATIVE ACTIVITIES

PE4LIFE TOPIC: MOTIVATION, FOCUS, DISCIPLINE

SPORT2LIFE SKILL: "STAY IN THE GAME"

## PHYSICAL EDUCATION OBJECTIVES

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

1. demonstrate imitative activities of:
  - animals that involve free running.
  - imaginary characters that involve different types of walks.
2. use their core muscles to maintain correct posture and space.

## PE4LIFE OBJECTIVES

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

1. **focus** on specific tasks given by following instructions.
2. maintain good **discipline** when working in groups and at stations.
3. stay **motivated** to carry out given activities with enthusiasm (through fun and playful activities).

## KEY MESSAGES ON IMITATIVE ACTIVITIES

Imitative learning is a type of social learning which occurs when learners perform an action as a result of imitating animals (e.g. a caterpillar, a giraffe), people (e.g. a drummer in a band) or even objects (e.g. rowing a boat). Children also like to imitate characters they see on TV or in the movies. Imitative learning is a core methodology in the pre-primary and junior primary syllabus.

## KEY MESSAGES ON MOTIVATION, FOCUS AND DISCIPLINE

The general trend internationally is that children have become less physically active. Advancing technologies 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 encourage learners to participate in physical activities regularly but also to boost their motivation in general. Many 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.

## TIPS: HOW TO INTEGRATE

Consistently applaud the learners for good effort and disciplined behaviour and encourage them to applaud and motivate each other. Create opportunities for the learners to support and assist one another during the session.

Adapt the activities so that all learners can accomplish their tasks. Focus on quality and effort. The PE4Life approach puts more emphasis on effort and participation than on achievement. Encourage the learners to come up with a class song, rap, or a chant.



PE TOPIC: IMITATIVE ACTIVITIES

PE4LIFE TOPIC: MOTIVATION, FOCUS, DISCIPLINE

OPENING TEAM CIRCLE

1. Form a circle with the learners. (You are part of the circle, NOT in the middle.)
2. Welcome the learners and create a friendly, safe environment.
3. Facilitate a brief CONNECTED CONVERSATION with and amongst the learners.
4. Introduce the objectives of the session through leading questions, such as:
  - a. Lydia, can you tell us about your daily routine? What happens if you don't follow your daily routine?
  - b. How do you wake up in the morning, Beth? Do your parents wake you up or do you use an alarm?
  - c. John, you always get good marks at school. Can you tell us why?

WARM UP



TIME: 8 to 10 minutes

EQUIPMENT:

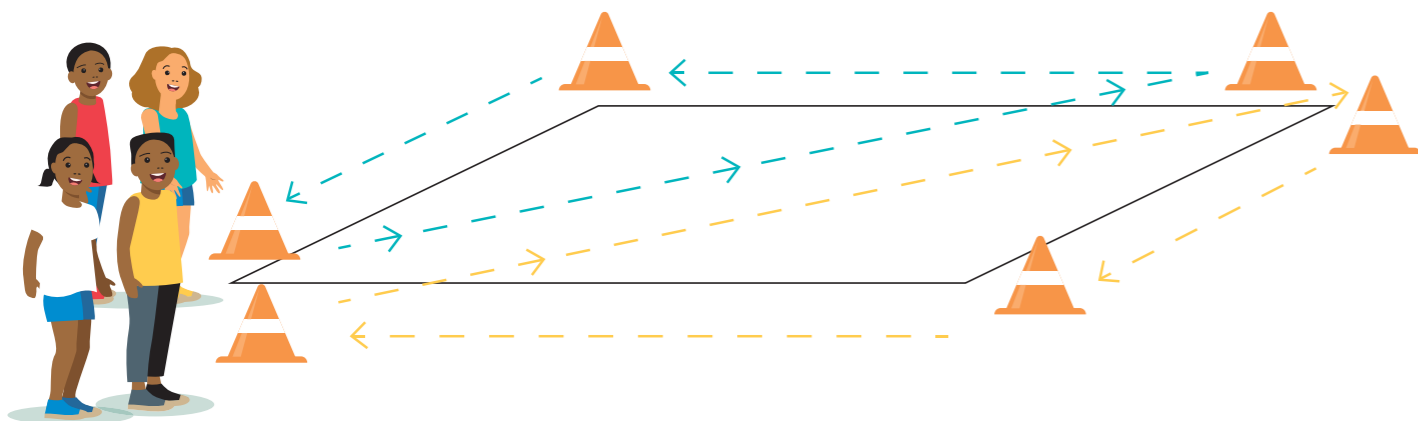
- Music system and some music of the educator's choice

NB: If you do not have access to music or a speaker, substitute with other activities to produce rhythm, e.g. clapping hands or singing a song.



SET-UP:

Mark out an area with cones as per the sketch below.

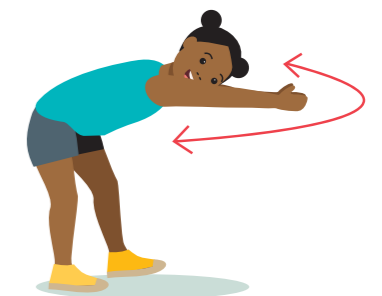
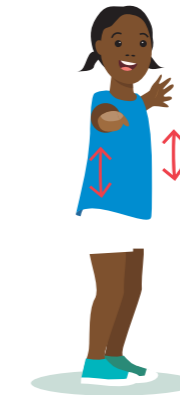


PE TOPIC: IMITATIVE ACTIVITIES

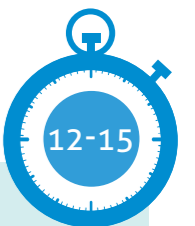
PE4LIFE TOPIC: MOTIVATION, FOCUS, DISCIPLINE

ACTIVITIES:

1. Learners choose a partner. Ask the leaders "Why did you choose each other?" The partners then line up behind each other.
2. Tell learners to "focus" and listen carefully to the instructions.
  - Walk briskly **diagonally** from one corner to the other corner with a partner, then split and jog back on the sides to the starting point in a "diamond" shape formation.
  - The partners must follow each other so that there is constant movement by everybody.
3. The partners rejoin each other at the starting point. They walk together once again across the diagonal. When they split, they do a series of "imitative" activities around the diamond.
  - Walk like a soldier – lift your knees 90 degrees and walk as strong as a soldier.
  - Walk like a butterfly or like a fairy – feel as light as a fairy, walk on your toes touching the sky with your fingers (or wings).
  - Walk like an elephant – hold your arms together in front of your body and swing from side to side as if you are an elephant.



MAIN PART 1



TIME: 12 to 15 minutes

EQUIPMENT: None

SET-UP: Learners must choose another partner. Again, reflect briefly on why they chose their new partner.

PE TOPIC: IMITATIVE ACTIVITIES

PE4LIFE TOPIC: MOTIVATION, FOCUS, DISCIPLINE

MAIN PART 1

ACTIVITIES:

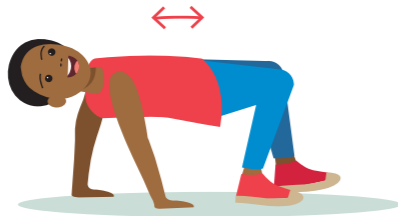
For the next series of activities, the partners take turns doing the activities. One learner does the activity while the other moves with them, offering motivation and encouragement, and guides them to avoid knocking into other participants.

Animal walks:

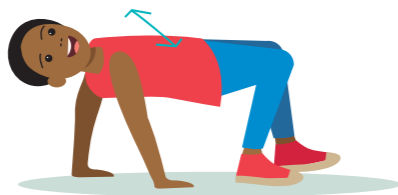
1. **Monkey Run** (legs and arms straight)



2. **Spider Walk** (forwards and backwards)



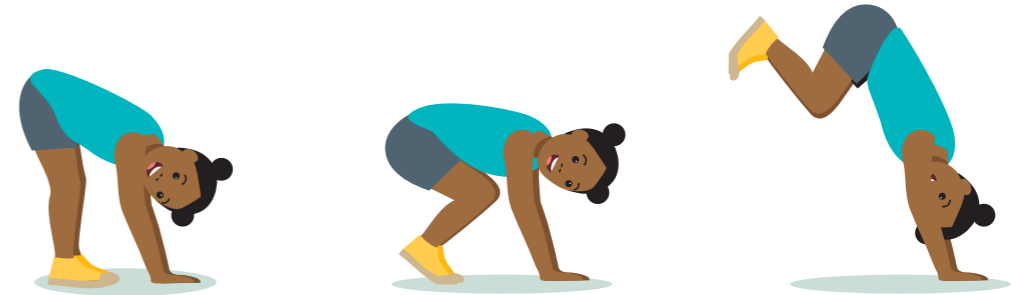
3. **Crab Walk** (like a spider, but sideways)



PE TOPIC: IMITATIVE ACTIVITIES

PE4LIFE TOPIC: MOTIVATION, FOCUS, DISCIPLINE

4. **Bunny Jump** (jump on hands then jump on feet)

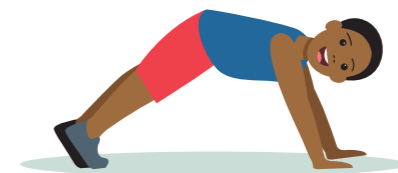


5. **Bear Walk** (same arm and leg at the same time)



6. **Centipede** (take tiny steps on hands and feet)

**Continue sequence.** When the time signature changes and the music becomes faster, the learners' movements must match the tempo of the music.





PE TOPIC: IMITATIVE ACTIVITIES

PE4LIFE TOPIC: MOTIVATION, FOCUS, DISCIPLINE

## COOL DOWN

Conduct a suitable cool-down activity.

## CLOSING TEAM CIRCLE

1. Review the session outcomes. Ask the learners to tell you what they learnt about the **PE topic**.
2. Ask the learners to reflect on the **personal development** or **life skills learnt**. Ideally, key words such as motivation, focus or discipline should pop up. If not, try to formulate guiding questions regarding those life skills.
3. Ask the learners to reflect on how the **personal development** or **life skill** impacts their daily lives.
4. Ask the learners to give you feedback on the session. What did they enjoy, what did they find difficult?
5. Close the session, make any announcements, confirm the time of the next session, etc.



SESSION 2 – IMITATIVE ACTIVITIES, MOTIVATION, FOCUS AND DISCIPLINE II

PE THEME: PHYSICAL FITNESS

PE TOPIC: IMITATIVE ACTIVITIES

PE4LIFE TOPIC: MOTIVATION, FOCUS, DISCIPLINE II

SPORT2LIFE SKILL: "STAY IN THE GAME"

PHYSICAL EDUCATION OBJECTIVES

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

1. demonstrate imitative activities to:
  - mimic animals that involve free running.
  - mimic imaginary characters that involve different types of walks.
  - use their core muscles to maintain correct posture and space.

PE4LIFE OBJECTIVES

1. **Focus** on specific tasks given by following instructions.
2. Maintain good **discipline** when working in groups and at stations.
3. **Stay** motivated to carry out given activities with enthusiasm (through fun and playful activities).

KEY MESSAGES ON IMITATIVE ACTIVITIES

Imitative learning is a type of social learning which occurs when learners perform an action as a result of imitating animals (e.g. a caterpillar, a giraffe), people (e.g. a drummer in a band) or even objects (e.g. rowing a boat). Children also like to imitate characters they see on TV or in the movies. Imitative learning is a core methodology in the pre-primary and junior primary syllabus.

KEY MESSAGES ON MOTIVATION, FOCUS, DISCIPLINE

The general trend internationally is that children have become less physically active. Advancing technologies 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 encourage learners to participate in physical activities regularly but also to boost their motivation in general. Many 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.

TIPS: HOW TO INTEGRATE

Consistently applaud the learners for good effort and disciplined behaviour and encourage them to applaud and motivate each other. Create opportunities for the learners to support and assist one another during the session.

Adapt the activities so that all learners can accomplish their tasks. Focus on quality and effort. The PE4Life approach puts more emphasis on effort and participation than on achievement. Encourage the learners to come up with a class song, rap, or a chant.



PE TOPIC: IMITATIVE ACTIVITIES

PE4LIFE TOPIC: MOTIVATION, FOCUS, DISCIPLINE II

OPENING TEAM CIRCLE

1. Form a circle with the learners. (You are part of the circle, NOT in the middle)
2. Welcome the learners and create a friendly, safe environment.
3. Facilitate a brief CONNECTED CONVERSATION with and amongst the learners.
4. Introduce the objectives for the session through leading questions such as:
  - a. Andreas, you seem to like soccer and you seem to be quite good at it. Tell the class why you like sport and how you think you became so good at it?
  - b. You have not been absent one day from school this year. Why do you like school so much?

WARM UP

TIME: 10 minutes

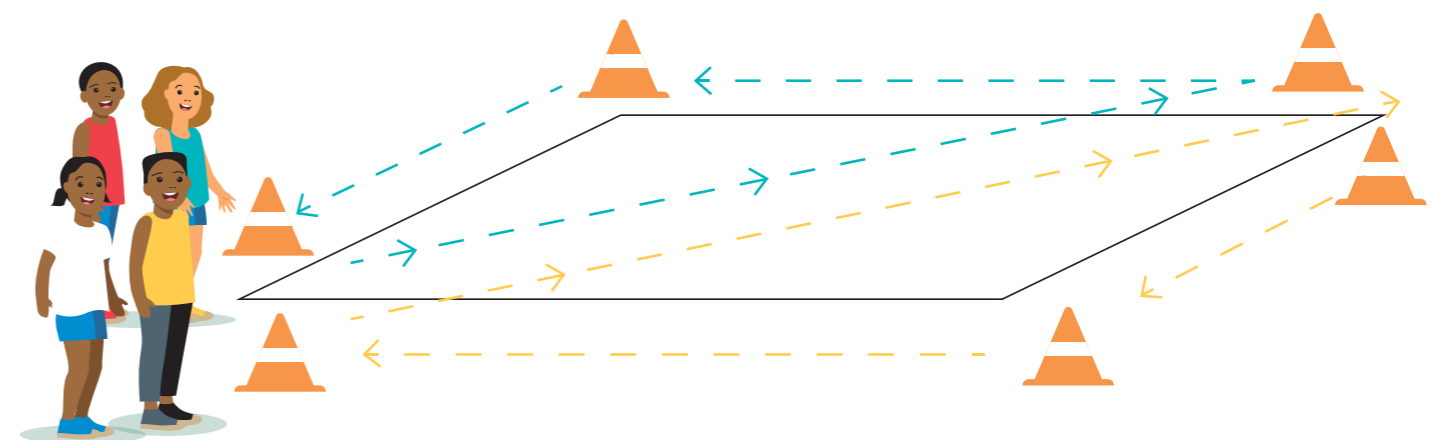


EQUIPMENT:

- Music system and some music of the educator's choice (Substitute with an alternative activity, such as clapping or singing, if necessary)
- Beacons



SET-UP: Mark out an area with cones as per the sketch below.



PE TOPIC: IMITATIVE ACTIVITIES

PE4LIFE TOPIC: MOTIVATION, FOCUS, DISCIPLINE

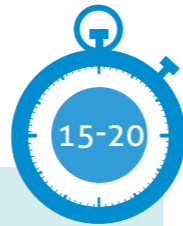
WARM UP

ACTIVITIES:

1. Walk like a giant, then walk like elves – as huge as a giant, as tiny as elves.
2. Walk like a fat pumpkin, and then like a string bean – be as broad as a pumpkin or as thin as a string bean.

MAIN PART 1

TIME: 15 to 20 minutes



EQUIPMENT:

- Chair
- Balls
- Car Tyre



SET-UP:

1. Set up 6 activity stations.  
NB: In pre-primary and Grade 1, these may be too many stations. Reduce accordingly and spread these activities over more lessons.
2. Let the learners divide themselves into 6 groups. Appoint a leader. Intervene if they do not do it quickly enough.
3. Walk the class quickly through each activity station and explain the activity.
4. Each group starts at one station and stays at their station for 1 minute, then rotates. All the learners at the station will do the activity simultaneously.

ACTIVITIES: Learn Fundamental Movement Skills

(After performing the skill, move with an animal walk of your choice to next station)

Station 1

Bunny Jumps – Put hands on chair or car tyre.

Station 2

Balance Walk – Stork (knee up, arm sideways).

Station 3

Hedgehog – Tuck roll backwards with a ball in your hands, pass the ball to your partner when you come up to tuck sit.

Station 4

Spider (man) – place hand on the ground, walk up on the wall or tree with your feet to reversed “half handstand” (with feet about 45 degrees ARMS STRAIGHT). How old are you? Hold position for 5-8 seconds (your age).

PE TOPIC: IMITATIVE ACTIVITIES

PE4LIFE TOPIC: MOTIVATION, FOCUS, DISCIPLINE

Station 5

Crazy Crab – in rear support position with knees bent, turn around your own axis: 2x to the right, then 2x to the left.



Station 6

Flamingo – Balance stand (With the knee bent behind). Hold for (your age) seconds. Repeat 3x.



COOL DOWN

Do a relevant cool-down activity of your choice.

CLOSING TEAM CIRCLE

1. Review the session outcomes. Ask the learners to tell you what they enjoyed about imitating animals.
2. Ask the learners to tell you why it is important to **motivate** each other, to **stay focused** in class, or to behave well and be **disciplined**.
3. Ask the learners what could happen if they misbehaved at home.
4. Ask the learners to give you feedback on the session. What did they enjoy, what did they find difficult?
5. Close the session, make any announcements, confirm the time of the next session, etc.

## SESSION 3 – MUSCULAR STRENGTH, ENDURANCE AND NUMERACY

PE THEME: PHYSICAL FITNESS

PE TOPIC: MUSCULAR STRENGTH AND ENDURANCE

PE4LIFE TOPIC: NUMERACY (LINKS TO OTHER SUBJECTS)

## PHYSICAL EDUCATION OBJECTIVES

1. Fun activities to increase physical strength and endurance.
2. Recognise different activities relevant to working on major muscle groups.
3. Understand the components of fitness.

## PE4LIFE OBJECTIVES

1. Calculate your own results and measure improvement.
2. Rank numbers from highest to lowest.
3. Summarize and compare results in groups.

## KEY MESSAGES ON MUSCULAR STRENGTH AND ENDURANCE

- (i) In simple terms, **muscular strength** refers to how strong the child is, and **muscular endurance** is how long the child's muscles can work.
- (ii) Strength and endurance are important to enable children to perform everyday functions such as fine motor skills (e.g. holding a pencil appropriately, cleaning teeth), gross motor skills (e.g. carrying heavy school bags, walking, running, skipping, playground skills such as climbing, and sporting skills such as catching, throwing and hitting a ball with a bat). Muscular endurance helps maintain proper posture.
- (iii) Improving strength and endurance contributes to a higher metabolism, which increases caloric use both while at work and rest, which in turn reduces the risk of obesity. Another important benefit to note is that when a child has good strength, they are more likely to have stronger tendons, ligaments and general joint health which reduces the risk of serious injury.

## KEY MESSAGES ON MATHEMATICAL LITERACY

- (i) Mathematical literacy, (also known as numeracy) means having the ability to problem-solve, reason, and analyse information.
- (ii) Mathematical literacy is the second key step in the learning journey for children after language literacy. It is the ability to use numbers to help solve real-world problems.



PE TOPIC: MUSCULAR STRENGTH AND ENDURANCE

PE4LIFE TOPIC: NUMERACY



## TIPS: HOW TO INTEGRATE

Any **physical education** lesson presents numerous opportunities for counting and doing simple mathematical operations as the session below will indicate. Simply allow the learners to do as much of the counting that arises during the session. Numeracy levels differ from pre-primary to Grade 3, so educators should adapt the numeracy skills to the numeracy levels required in the grade.

## OPENING TEAM CIRCLE

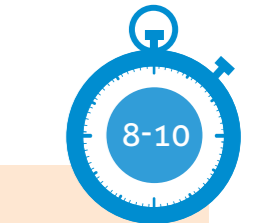
1. Form a circle with the learners. (You are part of the circle, NOT in the middle)
2. Welcome the learners and create a friendly, safe environment.
3. Facilitate a brief CONNECTED CONVERSATION with and amongst the learners.
4. In this opening circle, ask questions relating to numbers and assess how comfortable the children are with numbers. E.g. Let them "number off" – the first learner shouts 1, the next 2, etc.
5. Introduce the objectives for the session through leading questions such as:
  - a. How old are you?
  - b. What is your date of birth? Which month of the year is your birthday month? E.g. December is the 12<sup>th</sup> month of the year.
  - c. Who is the oldest in the class?
  - d. Who is the youngest? How much older is Andrew than Nicodemus?

## WARM UP

TIME: 8 to 10 minutes

## EQUIPMENT:

- Skipping ropes



## SET-UP:

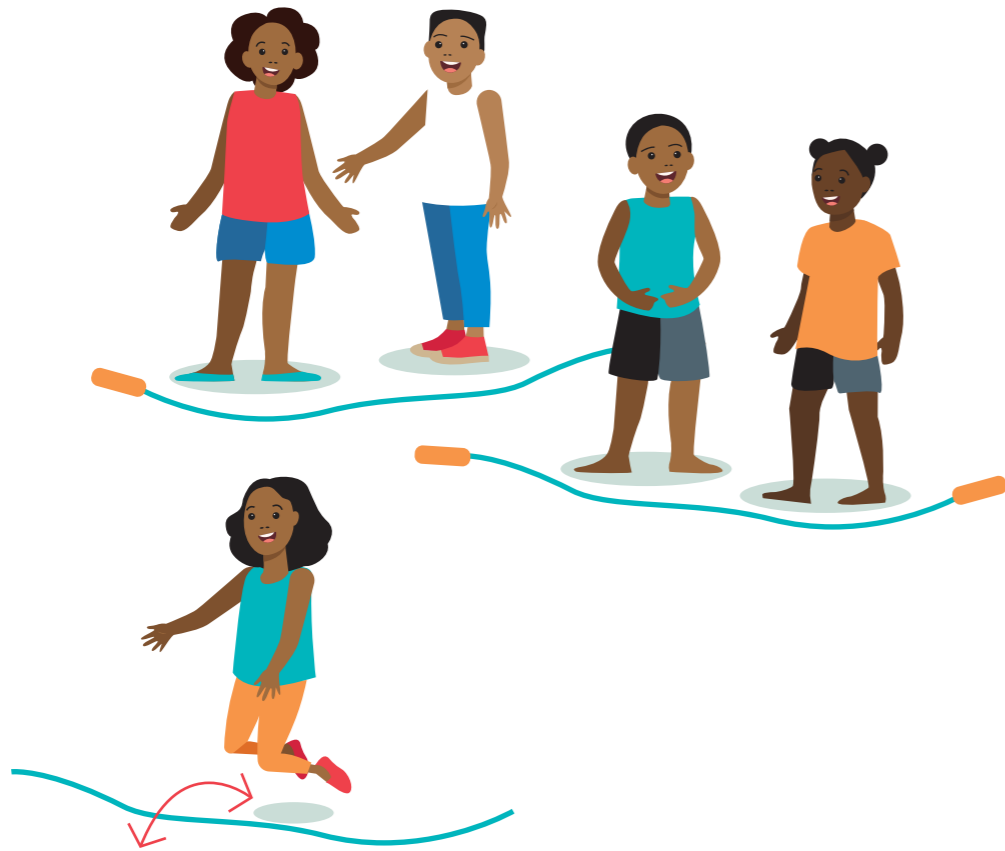
1. Place randomly spaced skipping ropes on the ground.
2. Arrange 2 learners per 1 rope.
3. Give instructions for different types of steps/jumps.
4. Repeat each activity at least 10x as follows.

PE TOPIC: MUSCULAR STRENGTH AND ENDURANCE

PE4LIFE TOPIC: NUMERACY

WARM UP

ACTIVITY 1: Cardiovascular endurance with ropes on the ground



1. Step over the rope forwards and backwards (stay on spot)
2. Run over the rope forwards and backwards (stay on spot)
3. Jump over the rope with feet together forwards and backwards (stay on spot)

After each exercise, the learners divide themselves into groups of 5 or 6.

The educator asks a few questions (request a show of hands):

1. Who in the group did more than 10?
2. Who did more than 15?
3. Who did the most and least jumps in the group?

Line up your groups from most to least.

(For Grade 3) Add the results of your group together.

PE TOPIC: MUSCULAR STRENGTH AND ENDURANCE

PE4LIFE TOPIC: NUMERACY

ACTIVITY 2: Mobility stretches with ropes



MAIN PART 1

TIME: 12 to 15 minutes

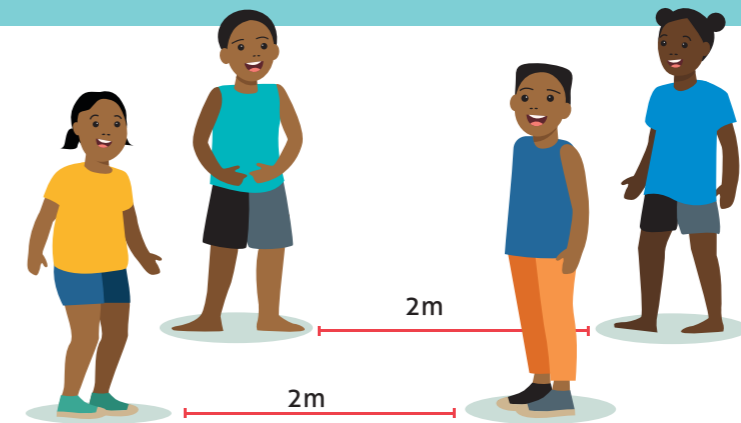
EQUIPMENT:

- Balls (2 learners for every 1 ball)

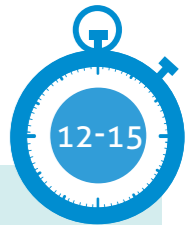


SET-UP:

1. Arrange learners in pairs +/- 2 metres apart
2. Create 2 lines (facing rows)
3. Face to face



4. Face to face (now further away from each other) 3-4 metres apart



PE TOPIC: MUSCULAR STRENGTH AND ENDURANCE

PE4LIFE TOPIC: NUMERACY

## MAIN PART 1

## ACTIVITIES:

Make some circles with hands clenched to warm-up your wrists.

Repeat each activity for about 30 seconds

**UPPER BODY STRENGTH with a partner in push-up position:**

1. Lift your one hand up and wave at your partner, then do the same with your other hand. Repeat several times.
2. Step with your hands 2x left, 2x right (synchronised, like a mirror image).
3. Try to step on each other's hand in a push-up hold (tap hands).

NB: For pre-primary and Grade 1 let the children use the "ladies push-up" position, i.e. knees resting on the ground.



## Give a ball to each pair

1. Roll a ball to each other in a push-up hold.
2. Try to roll the ball with the head (bend arms into a deep push-up hold) while the other learner stops the ball with one hand, repeat.
3. Roll the ball with the one knee, other learner stops the ball with the hand, then rolls the ball back. 4. Repeat for both sides (this activity works on the shoulder girdle as well as on the abs).

PE TOPIC: MUSCULAR STRENGTH AND ENDURANCE

PE4LIFE TOPIC: NUMERACY

## COOL DOWN

Choose a fun cool-down activity involving numeracy, for example:

1. **Sky High** – Reach up and touch the sky for 20 seconds. Now, reach down and touch your toes for 20 seconds. Repeat until cool.
2. **Butterfly Stretch** – Sit on the ground with knees bent and feet touching (legs look like butterfly wings). Slowly flap wings 15 times. Rest, then repeat until cool.

## CLOSING TEAM CIRCLE

1. Review the session outcomes. Ask the learners to tell you what they learnt about their muscles.
2. Ask the learners if they enjoyed the **numeracy exercises**. Ask them why they think **being able to count** is important in their lives.
3. Ask the learners why it is important to have strong muscles.
4. Ask the learners to give you feedback on the session. What did they enjoy, what did they find difficult?
5. Close the session, make any announcements, confirm the time of the next session, etc.

## SESSION 4 – MUSCULAR STRENGTH, ENDURANCE AND NUMERACY II

PE THEME: PHYSICAL FITNESS

PE TOPIC: MUSCULAR STRENGTH AND ENDURANCE

PE4LIFE TOPIC: NUMERACY II (LINKS TO OTHER SUBJECTS)

## PHYSICAL EDUCATION OBJECTIVES

1. Fun activities to increase physical strength and endurance.
2. Recognise different activities relevant to working on major muscle groups.
3. Understand the components of fitness.

## PE4LIFE OBJECTIVES

1. Calculate your own results and measure improvement.
2. Rank numbers from highest to lowest.
3. Summarize and compare results in groups.

## KEY MESSAGES ON MUSCULAR STRENGTH AND ENDURANCE

- (i) In simple terms, **muscular strength** refers to how strong the child is, and **muscular endurance** is how long the child's muscles can work.
- (ii) Strength and endurance are important to enable children to perform everyday functions such as fine motor skills (e.g. holding a pencil appropriately, cleaning teeth), gross motor skills (e.g. carrying heavy school bags, walking, running, skipping, playground skills such as climbing, and sporting skills such as catching, throwing and hitting a ball with a bat). Muscular endurance helps maintain proper posture.
- (iii) Improving strength and endurance contributes to a higher metabolism, which increases caloric use both while at work and rest, which in turn reduces the risk of obesity. Another important benefit to note is that when a child has good strength, they are more likely to have stronger tendons, ligaments and general joint health which reduces the risk of serious injury.

## KEY MESSAGES ON MATHEMATICAL LITERACY

- (v) Mathematical literacy, (also known as numeracy) means having the ability to problem-solve, reason, and analyse information.
- (vi) Mathematical literacy is the second key step in the learning journey for children after language literacy. It is the ability to use numbers to help solve real-world problems.



## TIPS: HOW TO INTEGRATE

Any **physical education** lesson presents numerous opportunities for counting and doing simple mathematical operations as the session below will indicate. Simply allow the learners to do as much of the counting that arises during the session. Numeracy levels differ from pre-primary to Grade 3, so educators should adapt the numeracy skills to the numeracy levels required in the grade.

## OPENING TEAM CIRCLE

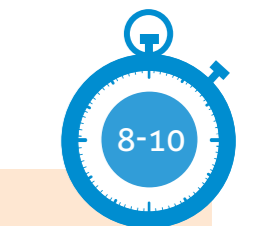
1. Form a circle with the learners. (You are part of the circle, NOT in the middle.)
2. Welcome the learners and create a friendly, safe environment.
3. Facilitate a brief **CONNECTED CONVERSATION** with and amongst the learners.
4. Introduce the objectives for the session through leading questions such as:
  - a. How old are you?
  - b. What is your date of birth? Which month of the year is your birthday month? E.g. December is the 12th month of the year.
  - c. Who is the oldest in the class?
  - d. Who is the youngest? How much older is Andrew than Nicodemus?

## WARM UP

TIME: 8 to 10 minutes

## EQUIPMENT:

- Skipping ropes



## SET-UP:

- (i) Place randomly spaced skipping ropes on the ground.
- (ii) Arrange 2 learners for every 1 rope.
- (iii) Give instructions for different types of steps/jumps.
- (iv) Repeat each activity at least 10x as follows.

PE TOPIC: MUSCULAR STRENGTH AND ENDURANCE

PE4LIFE TOPIC: NUMERACY II

WARM UP

SET UP:



ACTIVITY 1: Jump over ropes

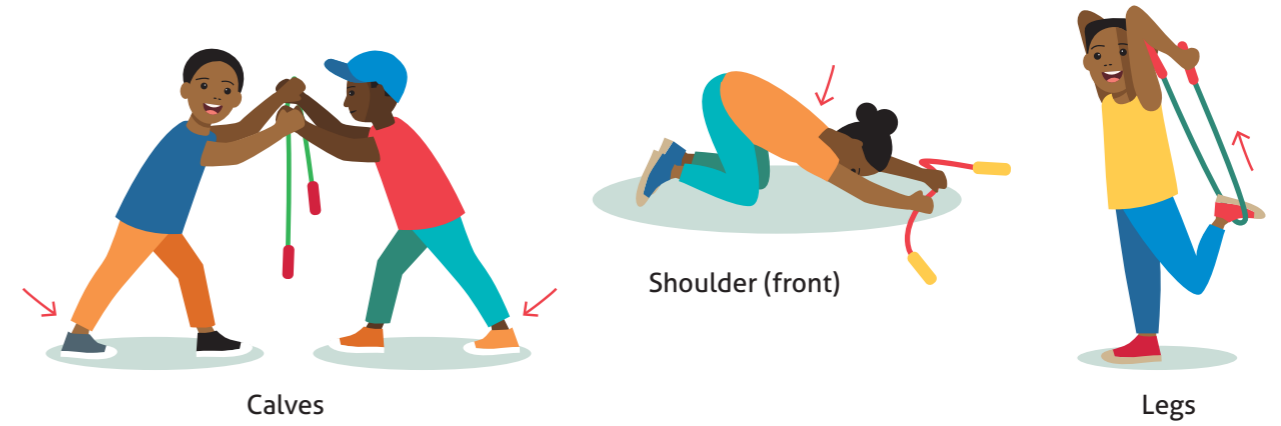
- (i) Jump sideways over the rope with feet together (move from one end of the rope to other).
- (ii) Jump sideways over the rope on one leg (5x left/ 5x right...).
- (iii) Who can do the most jumps over the rope in 15 seconds?
- (iv) Repeat this 2 more times and compare results: What are your best and worst results? Call out the difference.

**NB:** Pre-primary and Grade 1 learners may not be able to work out differences yet. Adapt the activity to suit the numeracy level of the learners.

PE TOPIC: MUSCULAR STRENGTH AND ENDURANCE

PE4LIFE TOPIC: NUMERACY II

ACTIVITY 2: Mobility stretches with ropes



MAIN PART 1

TIME: 12 to 15 minutes

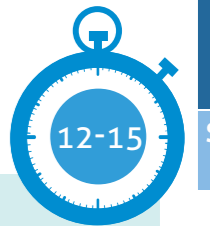
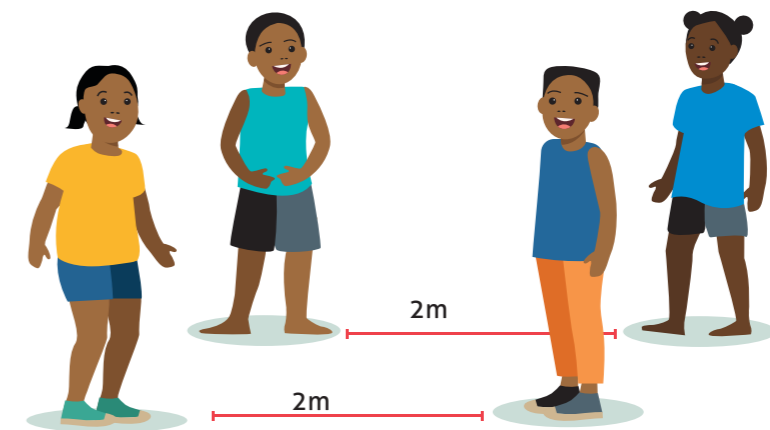
EQUIPMENT:

- Balls



SET-UP:

- (i) Arrange learners in pairs +- 2 metres apart
- (ii) Create 2 lines (facing rows)





PE TOPIC: MUSCULAR STRENGTH AND ENDURANCE

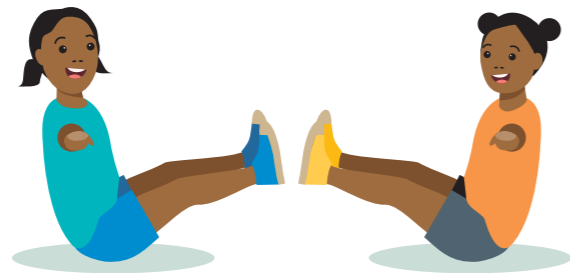
PE4LIFE TOPIC: NUMERACY II

MAIN PART 1

ACTIVITIES:

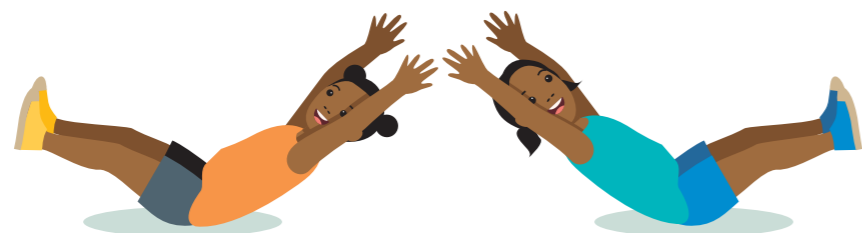
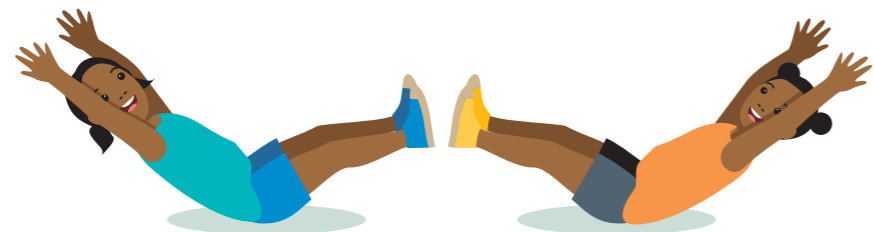
Sitting with feet away from the floor, hips bent, arms sideways:

1. Hold V-sit position for 10 seconds with arms sideways. Wave at each other. Repeat 5x.
2. Hold position for 10 seconds with knees bent, your feet touching each other. Repeat 5x.
3. Move your legs like scissors and clap your hands under your knees. Repeat 10x.
4. 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.



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

1. "Dish hold" – shoulders and feet off the ground with arms next to the body (easier). Rock forwards, touch feet to feet, then roll backwards 20x.
2. "Dish hold" – with arms above your head (more advanced).
3. Counting out loud together from 10 to 0
4. 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 5x to the right, then 5x to the left.



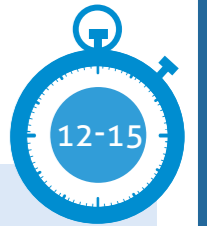
PE TOPIC: MUSCULAR STRENGTH AND ENDURANCE

PE4LIFE TOPIC: NUMERACY II

MAIN PART 2

NB: Can be done in a separate lesson if necessary.

TIME: 12 to 15 minutes



EQUIPMENT:

- Timer, result sheets and a pen for each learner



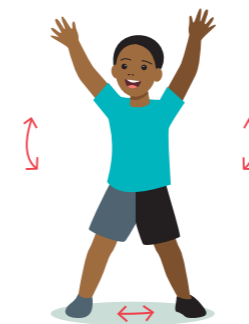
SET-UP: 8 learners in a group (2 in each grid)

ACTIVITIES:

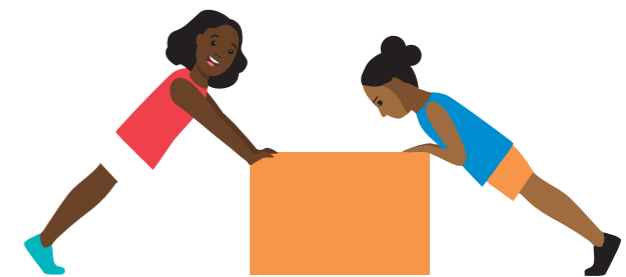
1. Educator to keep time, 30 seconds per activity.
2. Partner to count your results.
3. After 30 seconds, write down result and change role.
4. Repeat 2x (a total of 2 results per learner), circle the best result.
5. Change roles with your partner after each turn

One station will take approximately 3 minutes, then rotation.

1. At the end of the 3<sup>rd</sup> rotation, learners sit down and analyse their results to see their own progression.
2. They can compare their results within their group.
3. Create a ranking in the class.
4. Add the results of the group that worked together in the grid (i.e. 8x best results of the push-up)
5. Educator can announce the best improvement and/or the best result.



JUMPING JACKS



ELEVATED PUSH-UPS



SIDEWAYS LUNGES



SIT-UPS

PE TOPIC: MUSCULAR STRENGTH AND ENDURANCE

PE4LIFE TOPIC: NUMERACY II

### COOL DOWN

Choose an appropriate cool-down activity to integrate counting, for example:

**Ground Down:** Stand with feet shoulder-width apart. Touch the ground for 20 seconds. Touch right foot for 20 seconds. Switch legs. Repeat until cool.

### CLOSING TEAM CIRCLE

1. Review the session outcomes. Ask the learners to tell you what they learnt about the **muscles in their bodies**.
2. Ask the learners to reflect again on the importance of **numeracy skills** in their daily lives
3. Ask the learners to give you feedback on the session. What did they enjoy, what did they find difficult?
4. Close the session, make any announcements, confirm the time of the next session, etc.



**SESSION 5 – FLEXIBILITY AND HEALTHY LIVING**

**PE THEME:** PHYSICAL FITNESS

**PE TOPIC:** FLEXIBILITY

**PE4LIFE TOPIC:** HEALTHY LIVING

**PHYSICAL EDUCATION OBJECTIVES**

1. Demonstrate a simple mobility stretch routine with music.
2. Recognise different activities relevant to working on major muscle groups.
3. Work with a partner to do stretching activities.

**PE4LIFE OBJECTIVES**

1. Identify different parts of their body and major muscle groups.
2. Understand the effects of warming-up on the cardiovascular system.
3. Apply good breathing technique to increase blood flow to the muscles and organs.

**KEY MESSAGES ON FLEXIBILITY**

Children are generally naturally flexible, but it is important that flexibility is maintained and improved during PE sessions to:

- (i) prevent injuries.
- (ii) recover after exercise.
- (iii) improve agility.
- (iv) increase blood flow to the muscles.

**KEY MESSAGES ON HEALTHY LIVING**

It is extremely important for learners at this age to be encouraged to lead a healthy lifestyle, and encourage others, including their families, to live healthy lifestyles. Healthy living messages include:

- (i) eating nutritious meals.
- (ii) exercising regularly.
- (iii) getting enough sleep every day.

These positive health habits will help children to grow strong, stay healthy, and decrease the likelihood that they will become obese. It will also increase their resistance to common diseases.

**TIPS: HOW TO INTEGRATE**

Ask questions about healthy living throughout the session, for example:

- Did you have breakfast this morning?
- What did you have for lunch or supper last night?
- What time did you go to bed last night?
- How much time did you spend watching TV last night?
- Did you do any exercise this week?

Use responses to questions on healthy living in a fun way, e.g. to form partnerships or groups.

- (i) Find a partner that watched TV for more than an hour last night.
- (ii) Form a group with people who did not exercise this week.
- (iii) Find a partner that likes fruit or vegetables.
- (iv) Who likes apples or banana? Who likes potatoes or tomatoes? (For pre-primary and Grade 1)



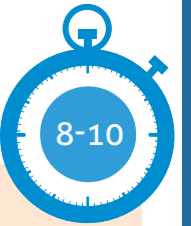
**PE TOPIC:** FLEXIBILITY

**PE4LIFE TOPIC:** HEALTHY LIVING

**OPENING TEAM CIRCLE**

1. Form a circle with the learners. (You are part of the circle, NOT in the middle.)
2. Welcome the learners and create a friendly, safe environment.
3. Facilitate a brief **CONNECTED CONVERSATION** with and amongst the learners. Ask some of the questions above (not all the questions).
4. Introduce the objectives for the session through leading questions as indicated above.

**WARM UP**



**TIME:** 8 to 10 minutes

**EQUIPMENT:** None

**SET-UP:**

Put learners in groups of 2 for partner activities. Use healthy living messages to form a partnership as outlined above.



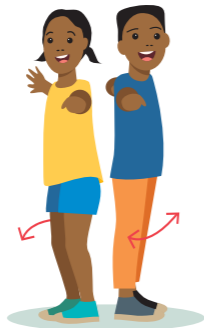
PE TOPIC: FLEXIBILITY  
PE4LIFE TOPIC: HEALTHY LIVING

WARM UP

ACTIVITIES: Partner stretches  
With each stretch, learners must call out the **BODY PART** where they feel the stretch the most.



Side to side stretch  
(Diamond)  
Sides



Back to back turn sideways  
(Mixer)  
Shoulders and trunk



Hold hands - turn  
(Rock & roll)  
Shoulders and back

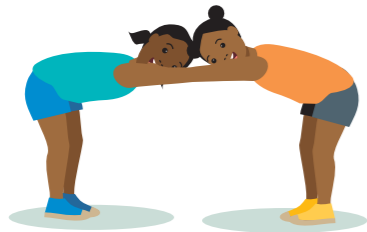
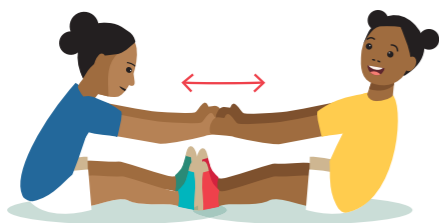


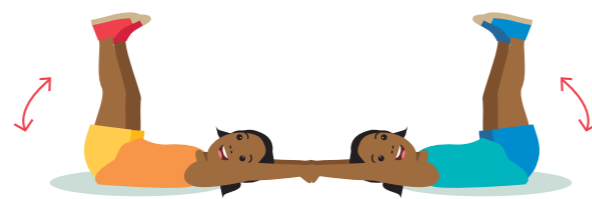
Table top, hold shoulder, push down  
(Table mountain)  
Shoulders, back and hamstrings



Hold hands -  
One leans forward, the other backward  
(Scale)  
Shoulders and back



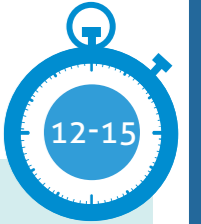
Long sit, hold hands -  
Lean forward, and backward  
(Bend-saw)  
Back and hamstrings



Lie on back  
Hold hands, lift legs up  
(Candle stick)  
Shoulders, back and legs

PE TOPIC: FLEXIBILITY  
PE4LIFE TOPIC: HEALTHY LIVING

MAIN PART 1



TIME: 12 to 15 minutes

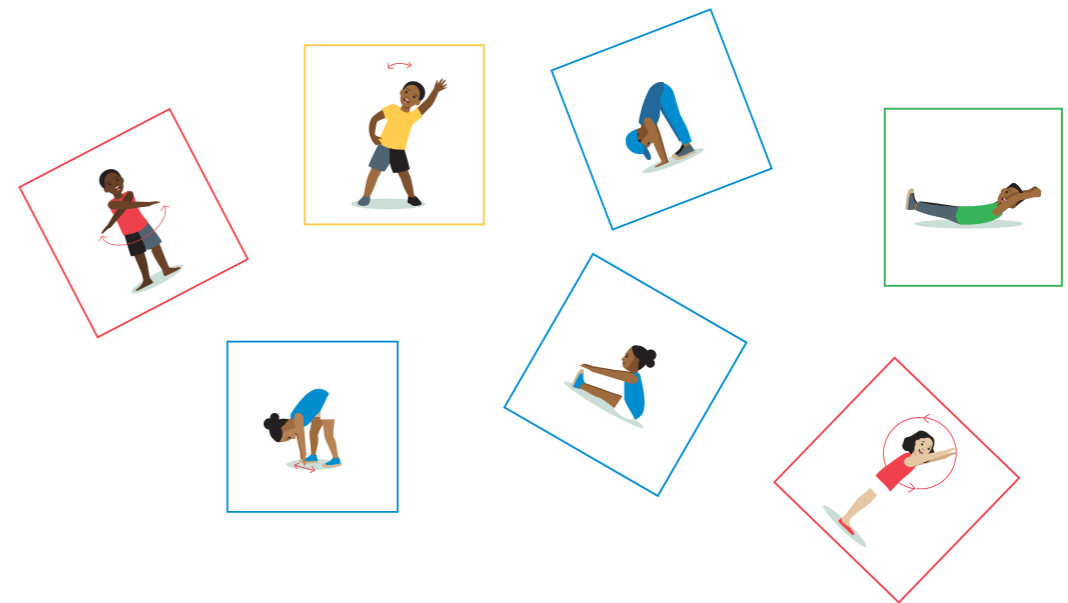
EQUIPMENT:

- Skill cards with different types of stretches. See skill cards below with different types of stretches.
- \*Please cut out the skill cards provided on page 200 & 201 and laminate them. The cards should be about 10 x 10 cm big.
- 12 Hula Hoops in 4 different colours. 3 hoops per colour.



SET-UP:

- Place skill cards randomly on the floor. There must be at least 1 card per 2 learners.
- After repeating your stretch 3 times, find another card and swop places.



- Pairs must try to find and carry out all 12 different stretches.

PE TOPIC: FLEXIBILITY  
PE4LIFE TOPIC: HEALTHY LIVING

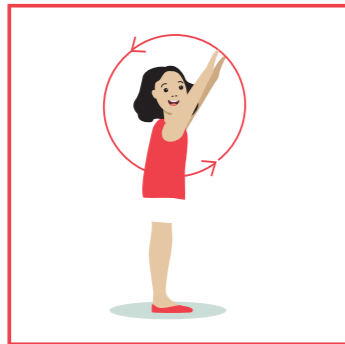
MAIN PART 1

ACTIVITIES:

TRY ALL STRETCHES

- Learners to try the stretch illustrated on the card they find.
- Hold stretching position for 10 seconds.
- Repeat 3x.
- Teach learners to breathe continuously, slowly, do not hold breath. This ensures good blood flow to all muscle groups.
- Once they have tried all the cards, hold the last card, and find a hoop with the colour called out by the educator for the muscle groups/body area:

RED ARMS AND SHOULDERS

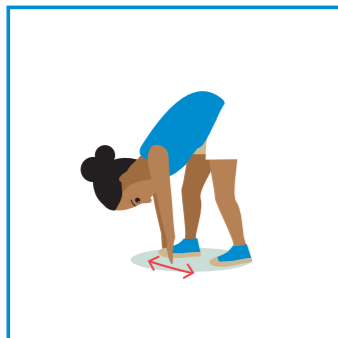


**ARM SWINGS**  
Criss cross, side to side.

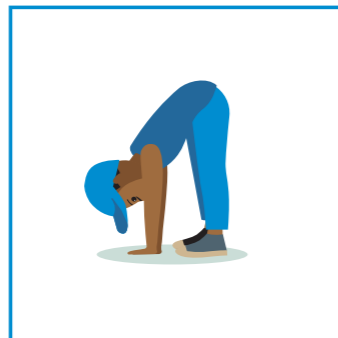


**ARM CIRCLES**  
Forward, backward, big and small.

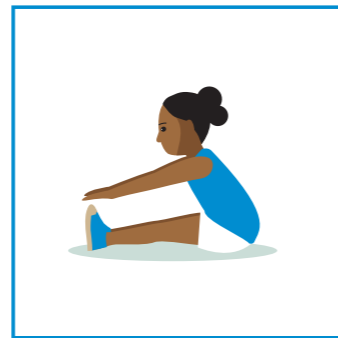
BLUE LEGS AND LOWER BACK



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



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

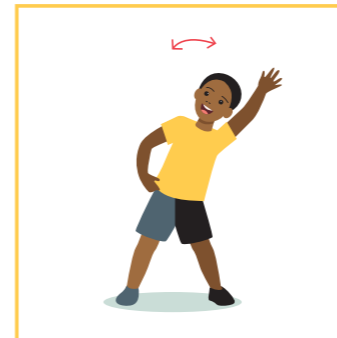


**SITTING PIKE STRETCH**

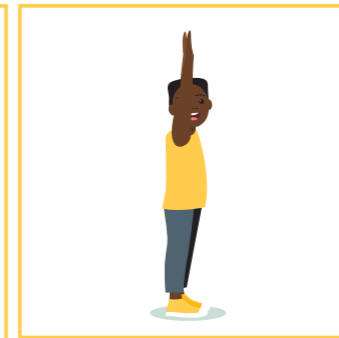
PE TOPIC: FLEXIBILITY  
PE4LIFE TOPIC: HEALTHY LIVING

ACTIVITIES:

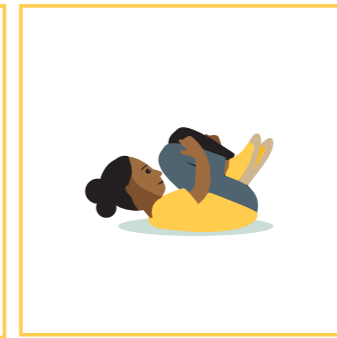
YELLOW BACK AND SIDES



**STRETCH & LEAN**  
Left & right.

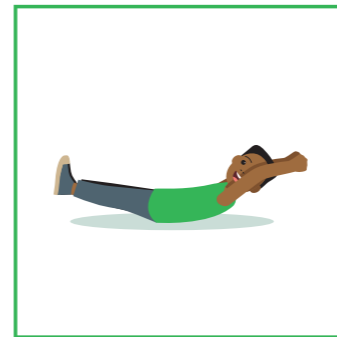


**TIGHT BODY EXERCISE**  
Handstand body position standing and laying flat (front & back).

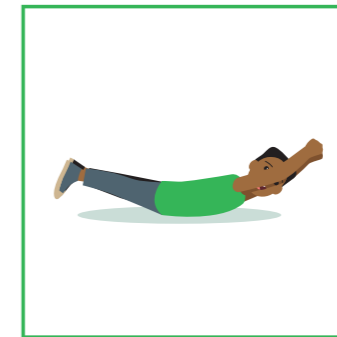


**SHOULDER STRETCH**  
Sitting, hands facing forwards arms with deep bend 90° at elbows.

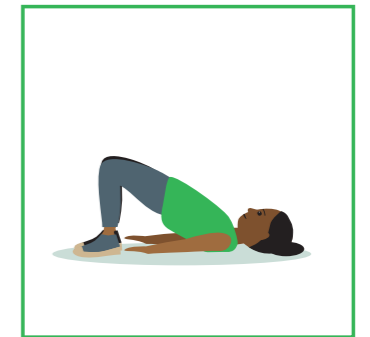
GREEN CORE STRENGTH



**ARCH POSITION**



**HOLLOW BODY**



Place the card you have into the relevant colour hoop. There will be at least 2-4 cards in each hoop. All activities for specific muscle groups/body parts will be grouped. Then group all same colour hoops together and repeat all the stretches of that muscle group, calling out the body parts stretched.

PE TOPIC: FLEXIBILITY

PE4LIFE TOPIC: HEALTHY LIVING

## MAIN PART 2



TIME: 12 to 15 minutes

## EQUIPMENT:

- Music system and USB or aux cord to play warm-up routine music

e.g. song: Gummy Bears

link: <https://www.youtube.com/watch?v=astIS0ttCQ0>

Prescribed mobility stretch sequence attached.



SET-UP: All learners facing the educator



PE TOPIC: FLEXIBILITY

PE4LIFE TOPIC: HEALTHY LIVING

## ACTIVITIES: Mobility stretch routine with music

Educator to demonstrate the sequence or show a video of the sequence which will be learnt.

- Use mirror image for demonstration and teaching: face learners.
- Start everything to the **left** (this will mean starting on the **right-hand side** for the learners as it is prescribed in the sequence)

Teach 1<sup>st</sup> movement block: TIGHT BODY2<sup>nd</sup> movement block: CROSS THE MIDLINE 1: KNEE LIFTS3<sup>rd</sup> movement block: STRETCH AND LEAN

- Do this at first with no music, only counting out loud.
- Practise at least 3x.
- Combine block 1, 2 and 3 with music and repeat at least 3x.

CONTINUE LEARNING THE SEQUENCE. ONCE YOU HAVE ADDED 2 NEW BLOCKS, repeat from the beginning.

NB: You will not be able to learn the whole sequence in 15 minutes. You could divide this into 2 lessons.

## COOL DOWN

Use an appropriate cool-down activity. Since the lesson focused mainly on stretches, simply walking to the closing circle will suffice.

## CLOSING TEAM CIRCLE

1. Review the session outcomes. Ask the learners to tell you what they learnt about **flexibility**.
2. Ask the learners to tell you why it is important to lead a **healthy lifestyle**. Make sure they can tell you the **3 key elements**, i.e. **eat, sleep and exercise**.
3. Encourage the learners to encourage their friends and families to live healthy lives.
4. Ask the learners to give you feedback on the session. What did they enjoy, what did they find difficult?
5. Close the session, make any announcements, confirm the time of the next session, etc.

SESSION 6 – LOCOMOTOR MOVEMENTS AND DECISION-MAKING

- PE THEME: GYMNASTICS
- PE TOPIC: LOCOMOTOR MOVEMENTS
- PE4LIFE TOPIC: DECISION-MAKING
- SPORT2LIFE SKILL: "LOOK AND LIST"

PHYSICAL EDUCATION OBJECTIVES

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

1. move from one place to the other using different ways.
2. gain endurance, speed, strength and cognitive fitness.

PE4LIFE OBJECTIVES

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

1. identify different types of challenges and make quick decisions.
2. make the right choices to solve problems.

KEY MESSAGES ON LOCOMOTOR MOVEMENTS

Locomotor skills enable children to move through different environments, moving their body from one place to another. Examples of locomotor skills include crawling, walking, marching, jumping, climbing, running, galloping, sliding, leaping, hopping, and skipping.

KEY MESSAGES ON DECISION-MAKING

Children have to make a variety of decisions on a daily basis. These decisions include things such as:

- choosing how to behave
- who to have as friends
- what clothes to wear
- whether to do their homework

It can get pretty overwhelming if children aren't armed with the right tools to make good decisions. Teaching children how to make decisions arms them with a valuable life skill. As they get older, the kinds of decisions they make become increasingly more complicated. Soon they will have to decide which high school subjects they want to choose, what tertiary studies they want to do, and what career they want to pursue. In this session, we encourage them to think proactively and consciously about the decisions they make and how their decisions will impact their lives.

TIPS: HOW TO INTEGRATE

Throughout the session, the educator must create opportunities for the learners to make decisions and to reflect on the impact of their decisions.



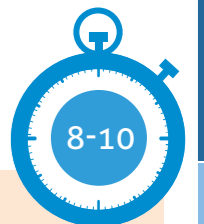
PE TOPIC: LOCOMOTOR MOVEMENTS

PE4LIFE TOPIC: DECISION-MAKING

OPENING TEAM CIRCLE

1. Form a circle with the learners. (You are part of the circle, NOT in the middle.)
2. Welcome the learners and create a friendly, safe environment.
3. Facilitate a brief CONNECTED CONVERSATION with and amongst the learners.
4. Introduce the objectives for the session through leading questions about decision-making such as:
  - a. What time did you go to bed last night? Who decided that you should go to bed at that time?
  - b. Who went to church on Sunday, what clothes did you wear? Who decided what clothes you should wear?
  - c. Who got into trouble at home or at school? Why did you get into trouble?

WARM UP



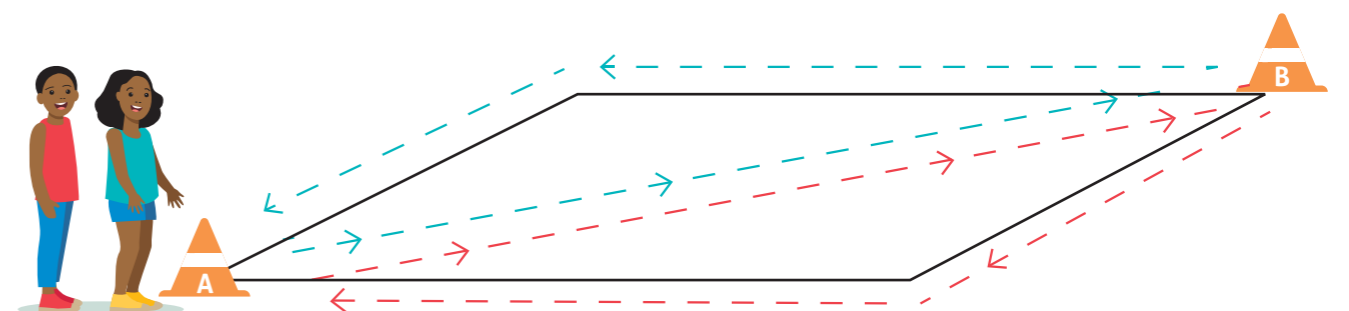
TIME: 8 to 10 minutes

EQUIPMENT:

- Music system and USB/aux cord with any type of theme songs, relevant to this age group.
- Four beacons to mark the warm-up area (square shape of about 8 x 8 metres)

SET-UP:

- (i) A diamond shape formation
- (ii) Half the learners line up in twos (partners) at the bottom corner of the square (A)
- (iii) The other half start at the top corner of square (B).
- (iv) They split from their partner at point B and walk along the top sides of the squares to get back to starting point A.
- (v) No overtaking. Keep following distance (this can also be marked, i.e. 2 metres away from A or B).
- (vi) With bigger classes the educator can make 2 areas and split the number of learners in half to avoid long lines waiting their turn.



PE TOPIC: LOCOMOTOR MOVEMENTS

PE4LIFE TOPIC: DECISION-MAKING

## WARM UP

## ACTIVITY 1: Different types of walks

Walk normally sideways and/or backwards from point B to point A.

- Walk fast with arms swinging on the side.
- Walk with knees lifting to 90 degrees and stamp your feet. Arms swinging straight forwards. ("March as strong as a soldier.")
- Walk on heels soft and quiet. Arms sideways. ("Lift your arms up and down and wings of a fairy")
- Walk on the tip of your toes with arms up. ("Grow tall like a giant")
- Walk with knees bent. ("Be as tiny as elves")
- Walk with arms and legs spread wide. ("Be as broad as a pumpkin")

## ACTIVITY 2: Different types of runs

Walk from point B to Point A to get back to start.

- Run slowly.
- Run fast with arms bent moving fast forwards and backwards (race your partner).
- Run with knees up – keep your hands level with your hips and touch the palm of your hands with your knees.
- Run with heels up-keep your hands near your hips and touch your hands with your heels.
- Run in sync with your partner while holding hands.

## MAIN PART 1



TIME: 12 to 15 minutes

## EQUIPMENT:

- Place some benches or some bricks covered with some hard material to create an elevated platform to balance on.
- Ropes and balls.



## SET-UP:

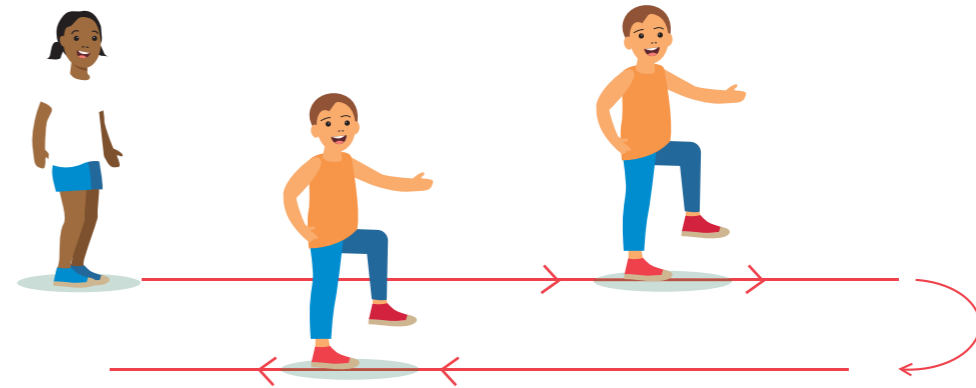
- Create 6 activity stations and divide the class into 6 groups.
- Further subdivide each group into half so that there is constant activity by the children.
- Each group stays at a station for about 2 minutes.

**NB:** You may reduce the number of activity stations for pre-primary and Grade 1 learners and exclude activities that you deem to be unsafe in any way. Feel free to simplify and adapt the ties if necessary.

PE TOPIC: LOCOMOTOR MOVEMENTS

PE4LIFE TOPIC: DECISION-MAKING

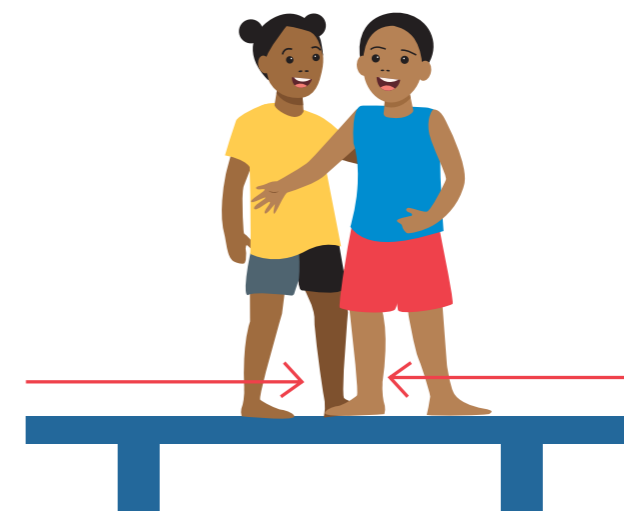
## ACTIVITY STATIONS:



## 1. Different walks: Line up behind a line or rope on the ground

- Do different walks on the line or rope.
- On your way back, try the same walk backwards.
- You can also create your own sequence of steps/jumps to balance on a line/rope/bench.
- YOU must decide (decision-making).**

2. "Traffic jam": On one bench two people will have to start from the two ends of the bench and try to pass each other without falling off. You must choose the best way of passing each other without falling or stepping off the bench.





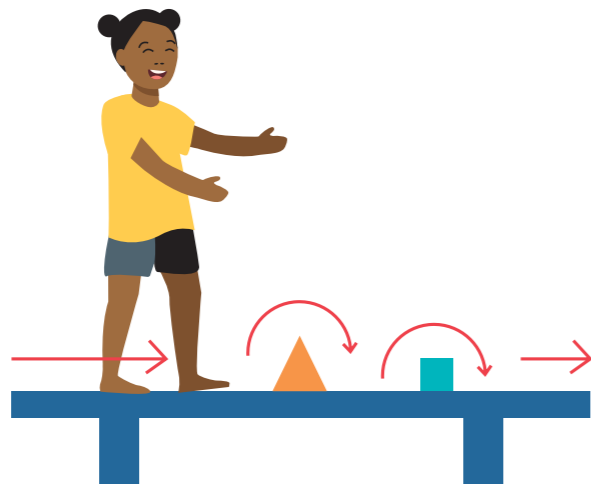
PE TOPIC: LOCOMOTOR MOVEMENTS

PE4LIFE TOPIC: DECISION-MAKING

MAIN PART 1

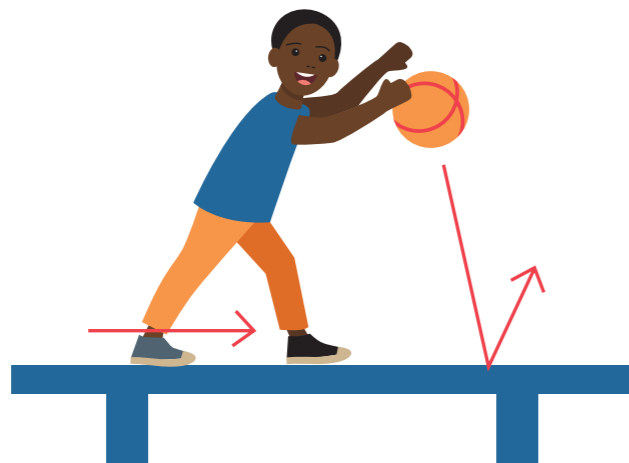
3. **Obstacle course:** Put two benches in a row. Place different obstacles on them e.g. a small box, rope, hoop, coke can, tog bag, etc.

You will have to walk over them without touching or falling. Try it with your eyes closed. **You decide** how you get over the obstacles without falling or stepping off the bench.



4. Practise different **ball skills while balance walking** on the bench or line/rope

- throwing
- catching
- rolling
- bouncing

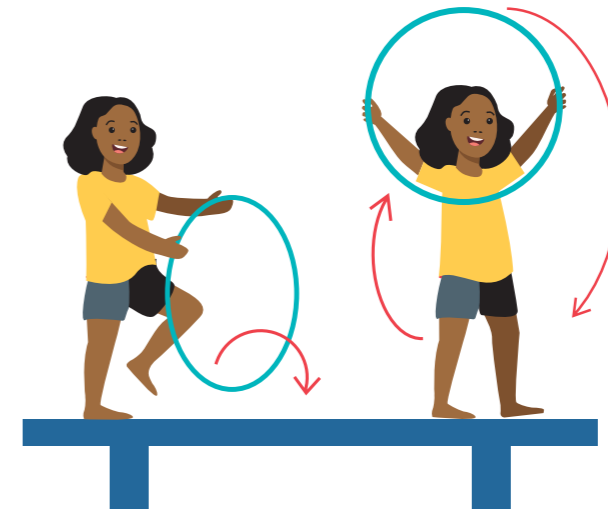


PE TOPIC: LOCOMOTOR MOVEMENTS

PE4LIFE TOPIC: DECISION-MAKING

5. **Walk through**

- Hold a hoop in your hands and walk forwards while turning the hoop over your head.
- Turn it under your feet like you would if you were to use a skipping rope.
- Try it backwards and sideways too.



6. **Balancing sequence**

Create your own balancing sequence (own decision-making). You can practise it while you wait for your friend to complete their movements on the line/rope or bench, then swop.

Example:

- walk 2 steps
- 2x walk kick
- 2x jump on the spot on 2 feet
- 2x ½ turn in the squat position
- 2x knee lifts

PE TOPIC: LOCOMOTOR MOVEMENTS

PE4LIFE TOPIC: DECISION-MAKING

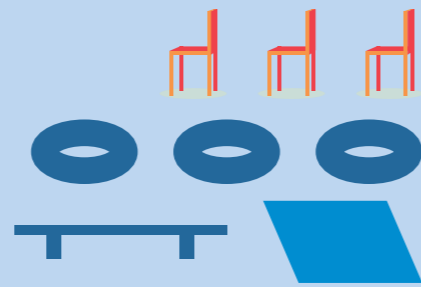
MAIN PART 2



TIME: 12 to 15 minutes

EQUIPMENT:

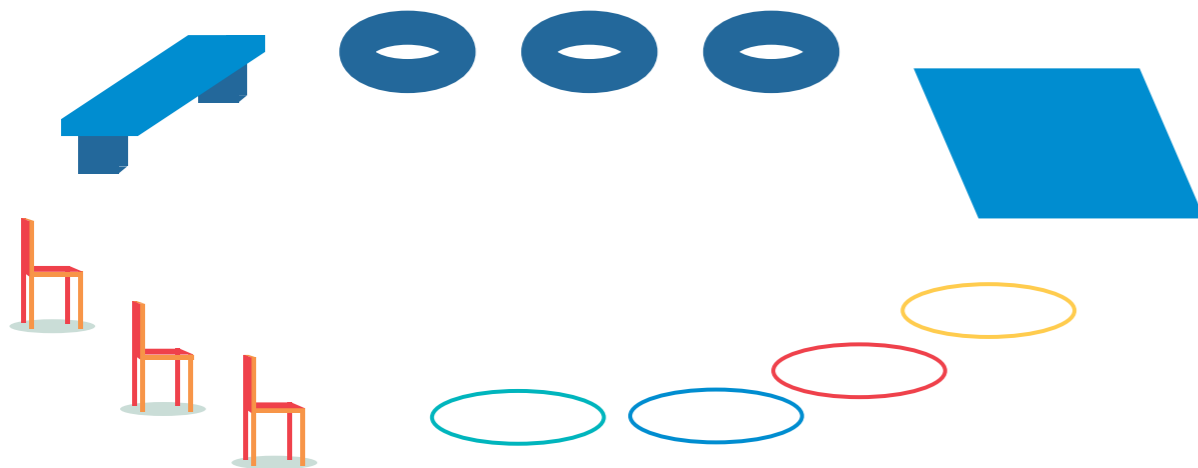
- 3-4 car tyres
- 3-4 chairs
- 1 thick mat or any other safe rolling area.
- 1 bench or about 15 bricks arrange in a line to create height.



Start small groups of learners in a row behind equipment.

SET-UP:

- Divide the class into 2 groups.
- While half is busy with the circuit, the other half can play a game (e.g. practise ball skills or rope skipping).
- After 5 to 6 minutes swop groups.



PE TOPIC: LOCOMOTOR MOVEMENTS

PE4LIFE TOPIC: DECISION-MAKING

ACTIVITIES:

The learners will **decide** how they move from their place to the next. Educators can show them a few options but encourage them to come up with their own ideas.

Car Tyres	jump in and out/bunny hop or mini cartwheel with hands on tyres
Mat	egg roll or log roll sideways
Hoops	jump on one leg in red, on two legs in blue
Chairs	bunny hop over/crawl under
Bench	balance walk on top/bunny hop over in zigzag

COOL DOWN

By now the learners would have been exposed to the concept of a cool-down and a few examples. Ask one of the learners to choose a cool-down activity. Make sure the activity is not too strenuous and allows the learners to cool down. Change or adapt the activity if necessary.

CLOSING TEAM CIRCLE

1. Review the session outcomes. Ask the learners to tell you what they learnt about locomotor skills.
2. Ask the learners to tell you how it **felt** to make their **own decisions** during the session.
3. Ask the learners to **reflect** on what **kinds of decisions** they have to make at home and how good decisions will impact positively on their lives.
4. Ask the learners to give you feedback on the session. What did they enjoy, what did they find difficult?
5. Close the session, make any announcements, confirm the time of the next session, etc.

**SESSION 7 – BASIC BODY POSITIONS AND KNOW MY BODY**

**PE THEME:** APPLIED MOVEMENT SKILLS

**PE TOPIC:** BASIC BODY POSITIONS

**PE4LIFE TOPIC:** KNOW MY BODY

**PHYSICAL EDUCATION OBJECTIVES**

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

1. demonstrate basic body positions (static elements).
2. use different activities used for physical literacy (ABC's), i.e. agility, balance and coordination.

**PE4LIFE OBJECTIVES**

1. Identify different parts of the body.
2. Understand the effects of warming-up and games involving cardiovascular activities (heart/heart rate).

**KEY MESSAGES ON BASIC BODY POSITIONS**

There are 6 basic body positions that can be used to help children gain body control and control their movements. These are:

**TUCK (SEATED)**



**STRADDLE**



**PE TOPIC:** BASIC BODY POSITIONS

**PE4LIFE TOPIC:** KNOW MY BODY

**PIKE**



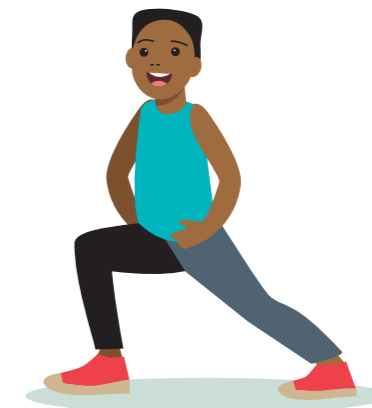
**BALANCE**



**SQUAT (ON FEET)**



**LUNGE**



PE TOPIC: BASIC BODY POSITIONS

PE4LIFE TOPIC: KNOW MY BODY

## KEY MESSAGES ON KNOW MY BODY

Children should understand their bodies and how to respect and take care of their bodies from a young age. They need to understand basic body functioning, their senses, breathing, body temperature, heartbeat, etc. They also need to understand that their bodies have limitations and that they should take care to avoid harming or injuring themselves. They must be aware that they have to respect other people's bodies and not touch any person inappropriately. They must also understand that they should not cause harm to each other. This session can lay the basis for anti-bullying messaging.

## TIPS: HOW TO INTEGRATE

In the activities below, knowledge of the body is integrated into all aspects of the lesson. The educator must create as many opportunities as possible for the learners to experience their bodies and observe others.

## OPENING TEAM CIRCLE

1. Form a circle with the learners. (You are part of the circle, NOT in the middle.)
2. Welcome the learners and create a friendly, safe environment.
3. Facilitate a brief CONNECTED CONVERSATION with and amongst the learners.
4. Introduce the objectives for the session through leading questions, such as:
  - Name the parts of your body that you can see (hands, eyes, mouth, etc. pre-primary to Grade 1).
  - Name the parts of your body that you cannot see (heart, lungs, brain).
  - Which parts of your body must you always keep clean? (Whole body, hands, teeth, etc.)
  - What do you think is the job of the heart? The lungs? The brain? (Grade 2 to 3)

## WARM UP

TIME: 8 to 10 minutes

## EQUIPMENT:

- Music system and USB/aux cord with any type of theme songs, relevant to this age group. Improvise with mobile phones or other means if you don't have access to a music system.



PE TOPIC: BASIC BODY POSITIONS

PE4LIFE TOPIC: KNOW MY BODY

SET-UP: Children randomly spaced in a demarcated play area.



## ACTIVITIES:

## Form a group and touch different body parts

When the music plays, the class runs randomly, hops or skips around (the educator can specify the mode of locomotor movements). When the music stops, a number and a body part is called, e.g.

- "six...hands" (3 children)
- "four...knees" (2 children)
- "three...shoulders" (3 children sideways)
- "three...cheeks" (3 children sideways)
- "five...backs" (5 children), etc.

Children have to quickly form a group of the designated size with the designated body part touching another child.

Each time the children must try to find another partner or form different groups.

After the activity, the educator asks questions: "What do you feel in your body?", "What is happening to your heart, your breathing, your body temperature?", "Why?"

PE TOPIC: BASIC BODY POSITIONS

PE4LIFE TOPIC: KNOW MY BODY

MAIN PART 1

NB: Suitable for Grades 2 to 3 due to literacy skills required.



TIME: 12 to 15 minutes

EQUIPMENT:

- Music system or phone with a speaker.
- Prepare A4 size flashcards with capital letters on each card A, T, I, X, Y, V, L.



SET-UP:

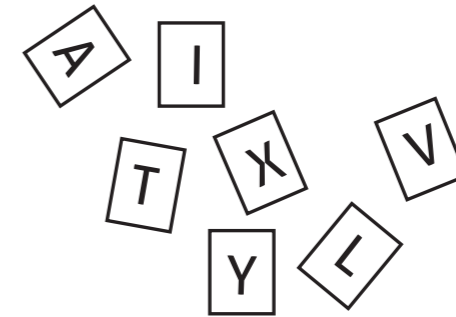
Arrange a big circle with children spaced 1 metre apart; the educator is part of the circle.



PE TOPIC: BASIC BODY POSITIONS

PE4LIFE TOPIC: KNOW MY BODY

- Prepare A4 size flashcards with capital letters on each card
- Place the flashcards on the ground randomly



ACTIVITY:

Make body letter shapes  
Jump and make the shapes of different letters with your body on the stop command of the educator.

- A = Straddle sit, hands on feet
- T = Stand with arms sideways



A



T

PE TOPIC: BASIC BODY POSITIONS

PE4LIFE TOPIC: KNOW MY BODY

MAIN PART 1

I = Stand with arms down  
 X = Stand with arms and feet astride  
 Y = Stand with feet together, arms in high V position



I



X



Y

V = V-sit  
 L = L-sit, sit with legs straight, arms up



V



L

After trying all these letter shapes out with the body, the educator can play a game involving flashcards placed on the ground randomly.

While the music plays, learners can move around. When the music stops, they must form groups of 3 or 4 at a flashcard, show the letter with their bodies and call out as many words as they can with these letters while they are holding these body positions.

PE TOPIC: BASIC BODY POSITIONS

PE4LIFE TOPIC: KNOW MY BODY

MAIN PART 2

NB: Suitable for pre-primary and Grade 1 learners.

TIME: 12 to 15 minutes

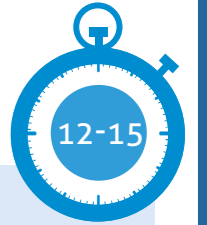
EQUIPMENT:

- Hula Hoops



SET-UP:

- Arrange children in groups of 6 to 8.
- Each group forms a circle around a hula hoop placed on the ground.
- They are like petals of a flower.



PE TOPIC: BASIC BODY POSITIONS

PE4LIFE TOPIC: KNOW MY BODY

MAIN PART 2

ACTIVITY:

Moving with control

These activities will help to develop core strength.

"In which part of the body do you feel these activities the most?"

DISH HOLD (Tummy)

- Keep your shoulder blades off the ground.
- Keep your feet off the ground and point toes.



SUPERMAN HOLD (Back)

- Lay on your stomach.
- Arms up.
- Feet up.
- Pointing toes.
- Glide like a feather.



PE TOPIC: BASIC BODY POSITIONS

PE4LIFE TOPIC: KNOW MY BODY

LOG ROLL (Tummy and back)

- Keep your arms and legs as straight as possible while you roll.
- Keep your body as tight as you can.



TUCK HOLD (tummy and arms)



PUSH-UP HOLD (Arms, tummy, back)

- Keep your knees and arms straight
  - Keep body straight and tight
- (Children may rest on their knees if they cannot hold a push-up at this age, or they can try to do a push-up and then rest on their knees. Push-ups are good for building muscle strength.)



PE TOPIC: BASIC BODY POSITIONS

PE4LIFE TOPIC: KNOW MY BODY

## COOL DOWN

Choose an appropriate cool-down activity, for example:

Have the children sit down for the Closing Team Circle, facing inward. Have all the learners close their eyes. Go around the circle and tap one learner on the shoulder to be the "assassin" (or "sandman"). The role of the "assassin" is to wink at other learners secretly. If you get winked at, you must "die" dramatically and lay down. Learners must guess as to who the "assassin" is. If they are correct, the game is over. If they are incorrect, they "die".

## CLOSING TEAM CIRCLE

1. Review the session outcomes. Ask the learners to tell you what they learnt about their bodies and basic body positions.
2. Ask the learners to **reflect** on their **bodies**. Ask who is very tired, a little tired, not tired. Ask why they think some are more tired than others. Emphasise **exercise, nutrition, and rest** again.
3. Ask the learners to reflect on how else they can **take care of their bodies**, e.g. washing, brushing teeth, cleaning their ears, etc. Emphasise the importance of taking care of each other and not causing harm to animals, or other people.
4. Ask the learners to give you feedback on the session. What did they enjoy, what did they find difficult?
5. Close the session, make any announcements, confirm the time of the next session, etc.

## SESSION 8 – JUMPING, ROPE SKIPPING AND GOAL SETTING

PE THEME: APPLIED MOVEMENT SKILLS

PE TOPIC: JUMPING AND ROPE SKIPPING

PE4LIFE TOPIC: GOAL SETTING

SPORT2LIFE SKILL: "P – G – P (PRIORITISE, GOALS SET, PLAN)"

## PHYSICAL EDUCATION OBJECTIVES

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

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

## PE4LIFE OBJECTIVES

1. Understand the concept of goal setting in life.
2. Set targets for oneself.
3. Set short-term, medium-term, and long-term goals

## KEY MESSAGES ON JUMPING AND ROPE SKIPPING

Jumping is a cardiovascular exercise and gives the heart a healthy and organic workout. Jumping helps children understand their bodies better. They develop better coordination. Both sides of the brain and body work together to maintain balance and coordination. Jumping is not only fun but beneficial as well. It brings physical, health and educational benefits together. It is simple and cost-effective. Children can jump at any time of the day and anywhere to keep themselves fit. Children of any ability can jump. People of any age group can take to jumping and have a fun-filled way to achieve fitness.

## KEY MESSAGES ON GOAL SETTING

Many children in your sessions are not living up to their potential. Setting goals and achieving success is a life skill necessary for success and happiness.

Learners should be encouraged to envision their future. "What would you like to become when you grow up?" is a typical question that must be asked. Learners 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, take action and make good decisions in order to achieve their goals.

## TIPS: HOW TO INTEGRATE

Create opportunities during the session for the learners to set and achieve simple goals.

In the opening circle, ask the learners to share their visions of the future, e.g. What do you want to be when you are an adult? Develop a "buddy" system and let learners share goals with one another. In the class, encourage slightly more medium- and long-term goals, e.g. Let us save as a class for our year-end party.



PE TOPIC: JUMPING AND ROPE SKIPPING

PE4LIFE TOPIC: GOAL SETTING

OPENING TEAM CIRCLE

1. Form a circle with the learners. (You are part of the circle, NOT in the middle.)
2. Welcome the learners and create a friendly, safe environment.
3. Facilitate a brief CONNECTED CONVERSATION with and amongst the learners.
4. Introduce the objectives for the session through leading questions such as:
  - a. Mary, tell us what you would like to be when you grow up? Why? What about you, Simon?
  - b. So, you want to be an educator Cecilia – what must you do if you want to become an educator? (I must work hard at school, I must go to university, etc.)
  - c. Who wants to go to Grade 2 next year? What must you do this year if you want to get to the next grade?
  - d. What do you want for Christmas or your birthday? What should you do to achieve that? (I must obey my parents, I must help with chores at home, etc)

WARM UP

TIME: 8 to 10 minutes

EQUIPMENT:

- Music system and music relevant for the age group.
- Hula hoops or colour dots in 4 different colours placed on the ground
- You need about 16-20 hoops or colour dots (4 or 5 of each colour)

SET-UP:



PE TOPIC: JUMPING AND ROPE SKIPPING

PE4LIFE TOPIC: GOAL SETTING

WARM UP

ACTIVITY 1: Musical Colours

**When the music plays:** run, skip, hop between colour dots or hoops.

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

Each colour means a different kind of jump.

Blue: Jump with arms up next to ears – the body must be in a straight line.

Red: Stretch jumps – Touch the ground in a crouching position, then jump high with arms up.

Yellow: Straddle jumps (jumping jacks) – Close feet (out and in), open and close arms.

Green: Jump on one leg with arm alternating swings forwards and backwards.



PE TOPIC: JUMPING AND ROPE SKIPPING

PE4LIFE TOPIC: GOAL SETTING

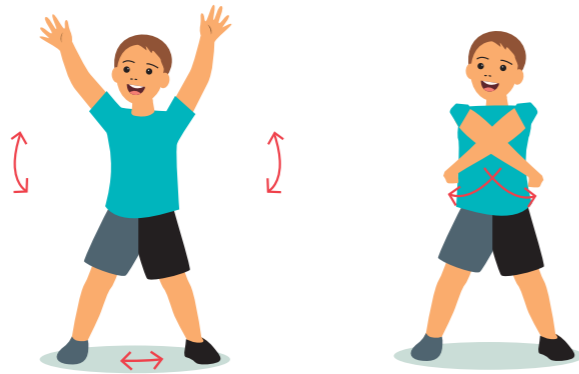
WARM UP

ACTIVITY 2: Mobility stretches. The educator calls out colours which represent the seasons:



**BLUE = WINTER: YOU NEED TO GET WARM!**

Open arms wide, and then cross them in front of your body and give yourself a big hug. Repeat 10x.



**GREEN = SPRING: FLOWERS ARE BLOOMING!**



- You lie on your back like a bud (1), perform a **tuck hold** (like a flower bud).
- Then lie flat on your back with your feet and arms away from the floor (2), do a **dish hold** with your arms and legs spread (like a flower opens its petals).



PE TOPIC: JUMPING AND ROPE SKIPPING

PE4LIFE TOPIC: GOAL SETTING



**YELLOW = SUMMER: LET'S GO FOR A SWIM!**

Lie on your tummy and move your arms and legs in the crawl swimming motion.



**RED = AUTUMN: LET'S HARVEST SOME FRUITS!**

- Be like a banana – Learner lies in the dish hold and rocks side-to-side.
- Be a mango – Learner assumes the tuck position and rocks backwards.



PE TOPIC: JUMPING AND ROPE SKIPPING

PE4LIFE TOPIC: GOAL SETTING

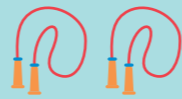
MAIN PART 1



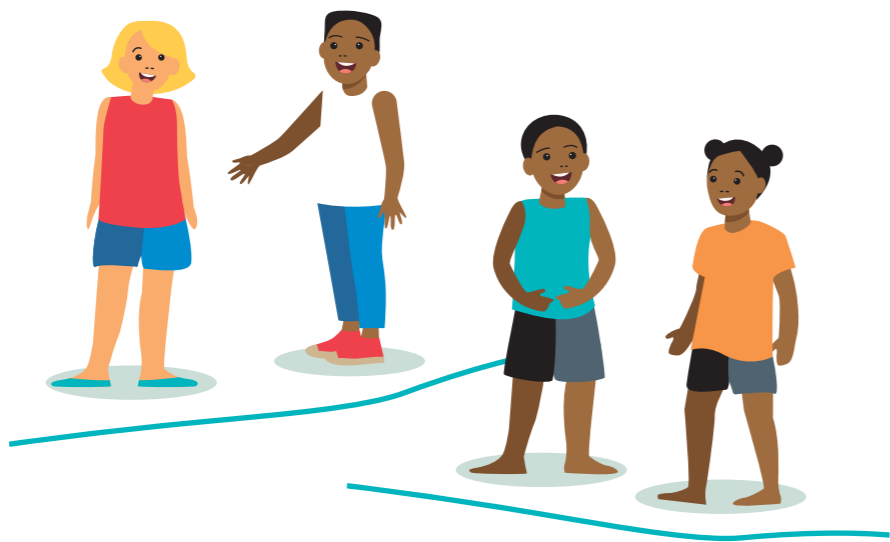
TIME: 12 to 15 minutes

Equipment:

- Skipping ropes; 1 rope for every 2 learners, placed on the ground



SET-UP:



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

Count how many times you can do the activity without making a mistake?

Count how many times you can jump in 15 seconds?

Set targets: (goals relevant to the age group)

- e.g. You must try to beat your own best.
- You must improve by 2 more.
- You must try to be faster than your friend.

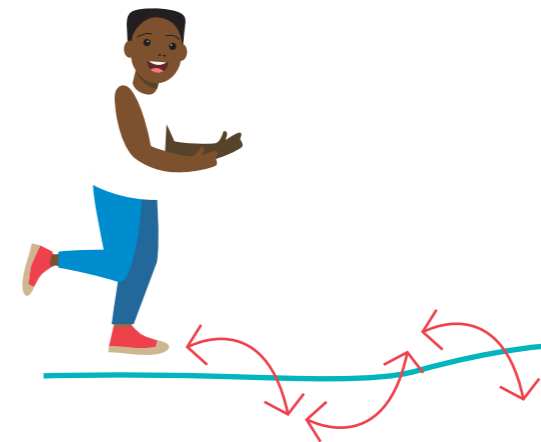
What is your goal?

PE TOPIC: JUMPING AND ROPE SKIPPING

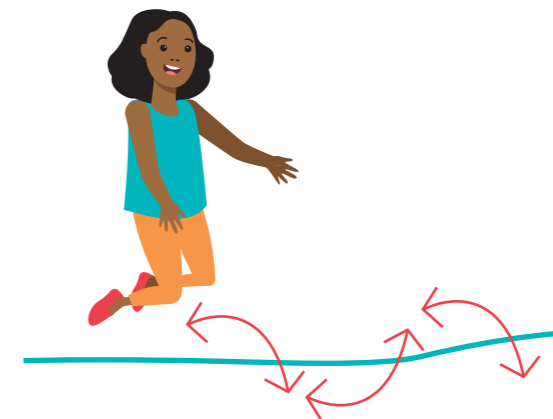
PE4LIFE TOPIC: GOAL SETTING

ACTIVITY 1:

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



- Jump with two feet on one side of the rope and then with both feet on the other side.



Now try all these skills in locomotion: 1. moving forwards 2. moving backwards 3. moving sideways

PE TOPIC: JUMPING AND ROPE SKIPPING

PE4LIFE TOPIC: GOAL SETTING

## MAIN PART 2

TIME: 12 to 15 minutes



## EQUIPMENT:

- Skipping rope in hand. Two learners to share one rope.



## SET-UP:

- Arrange learners in groups of two
- One is jumping, the other one is waiting.
- While waiting, the learner can practise jumping without the rope or just take a break and catch their breath.

ACTIVITY 1: Learn basic (double bounce) jump



- To size your rope, stand on your rope, handles should reach under your armpit.
- Start with your hands in the "ready" position (elbows close, hands away from the body).
- Practise a toe-catch (swing the ropes over your head, then after it touches the ground, stop it with your toes lifting away from the floor).
- Pretend jump.
- Practise timing.
- Try the real thing.

NB: Some learners, especially those at pre-primary and Grade 1 level, may find this too difficult so they can continue with single jumps. They should at least try the double jump without a rope. Remember, this session is about goal setting. There are goals in life which you cannot yet achieve for various reasons, but you must plan and work towards achieving those goals.

PE TOPIC: JUMPING AND ROPE SKIPPING

PE4LIFE TOPIC: GOAL SETTING

## ACTIVITY 2: Learn different types of jumps

- Jump on one foot (right then left)
- "Zigzag": jump on 2 feet sideways (left and right)
- "Bell": jump on 2 feet (forwards-backwards)
- "Box": jump forwards, left, backwards, right (in a square)

Now try to combine these skills into a short sequence. You can mix them any way you like. Repeat each different jump at least 2x.

## Set targets:

- How many jumps can you do with no mistakes?
- How much would you like to improve by the next lesson?
- What is your goal by the end of this month?
- Can you do your sequence without making mistakes?

## COOL DOWN

Choose a suitable cool-down exercise, for example:

Have the children sit down ready for the Closing Team circle. Make the circle a bit bigger, i.e. start the cool-down game by giving a tennis ball to one of the learners. That learner must roll the ball to another learner, but not before calling the receiver's name first. When you receive the ball, you must thank the sender. It is important that every time the learner receives the ball, they roll it to the same person. As the game progresses, get the learners to speed up, then introduce another ball into play. Play with three or four balls simultaneously.

## CLOSING TEAM CIRCLE

- Review the session outcomes. Ask the learners to tell you what they learnt about **jumping and rope skipping**.
- Ask the learners to reflect on **goal setting**. Ask a few of them to **set simple goals** for the week.
- Ask the learners to reflect on how goal setting could impact their lives. Reflect on the negative consequences if they do not set goals.
- Ask the learners to give you feedback on the session. What did they enjoy, what did they find difficult?
- Close the session, make any announcements, confirm the time of the next session, etc.

## SESSION 9 – BALL SKILLS, COOPERATION AND TEAMWORK

PE THEME: APPLIED MOVEMENT SKILLS

PE TOPIC: BALL SKILLS

PE4LIFE TOPIC: COOPERATION/TEAMWORK

SPORT2LIFE SKILL: "BUILD YOUR TEAM"

## PHYSICAL EDUCATION OBJECTIVES

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

1. demonstrate an understanding of the different planes of moving.
2. experience and apply different ball skills: throw/catch/roll/bounce.
3. demonstrate a short ball sequence with music.

## PE4LIFE OBJECTIVES

1. Work together with a partner.
2. Do synchronised work in a small group guided by the educator.
3. Understand the importance of teamwork.

## KEY MESSAGES ON BALL SKILLS

All children can benefit in some way or the other from playing with balls. The main ball skills are:

- rolling
- catching
- kicking
- dribbling
- passing (from one hand to the other or to another person)
- tossing

Playing with balls improves the learner's motor skills, hand-eye coordination, and timing, which are important parts of their developmental progression. The skills children learn by playing with balls will also be important once they move on to collaborative and competitive play. Balls of various colours and sizes are an essential part of the PE4Life educator's equipment kit.

## KEY MESSAGES ON COOPERATION AND TEAMWORK

One of the most important lessons children can learn, one that will continue to benefit them their entire lives, is how to work with others as part of a team. Teamwork is important not only in childhood, but it also plays an important role in helping them succeed as adults. Benefits of teamwork include:

- (i) teaching social skills – how to interact and communicate with others.
- (ii) improving communication skills – speaking and listening skills.
- (iii) improving self-confidence – if children understand that their ideas and skills are appreciated and respected, they grow in self-confidence.
- (iv) reducing bullying – a team provides a support system and team members protect each other.

## TIPS: HOW TO INTEGRATE

As per the activities below, the educator must create as many opportunities as possible for the learners to work in teams. The teams must have tasks to perform and, as an educator, you must ensure that all members of the team work together to achieve the goal. Make sure that team members communicate with each other and that no team members dominate the activities at the exclusion of others.



PE TOPIC: BALL SKILLS

PE4LIFE TOPIC: COOPERATION/TEAMWORK

## OPENING TEAM CIRCLE

1. Form a circle with the learners. (You are part of the circle, NOT in the middle.)
2. Welcome the learners and create a friendly, safe environment.
3. Facilitate a brief CONNECTED CONVERSATION with and amongst the learners.
4. Introduce the objectives for the session through leading questions such as:
  - a. Who can tell me what a team is?
  - b. Has anybody been part of a team?
  - c. Is it better to be part of a team or to be on your own? Why?
  - d. Which famous team do you know in Namibia?

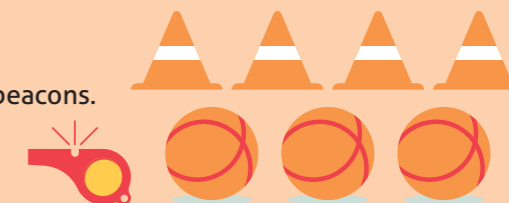
## WARM UP

TIME: 8 to 10 minutes



## EQUIPMENT:

- Play area of about 10 x 10 metres square marked with beacons.
- About 6 balls for 30 learners.
- Whistle



## ACTIVITY 1: Tag

Four or more children are selected to be the "taggers". All other children move randomly around the game area, if tagged they must become a "statue" and are only freed when another child rolls a ball under them. Educator whistles every 30 seconds to change. Instead of rolling a ball, crawl between legs to "free" your friend.

**Variation for Grades 2 and 3:** Children are immune (safe) from being tagged if they are standing on a spot and bouncing a ball. However, they can only hold this position for 3 seconds (5 bounces), then they must pass the ball to someone else and move on. Play this game for about 6 rotation of taggers.

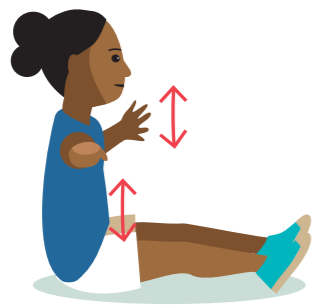


PE TOPIC: BALL SKILLS

PE4LIFE TOPIC: COOPERATION/TEAMWORK

WARM UP

ACTIVITY 2: Stretching while sitting with or without a ball in hands.



1. Move arms sideways/up & down



2. Turn arms/trunk sideways



3. Lean sideways then sit up



4. Lean sideways arm above head



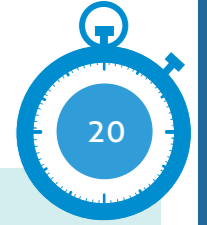
5. Full circle with body



PE TOPIC: BALL SKILLS

PE4LIFE TOPIC: COOPERATION/TEAMWORK

MAIN PART 1



TIME: 20 minutes

EQUIPMENT:

- 1 ball for every 2 learners



SET-UP:

Learners face the educator and try all the following different activities:

ACTIVITY 1: Moving your arms and legs

Educator demonstrates 3 different ways of moving your arms and legs in different direction:

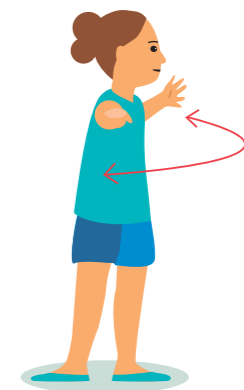
1. Swing your arms left and right (like windscreen wipers)
2. Swing your arms forwards and backwards (like a swing at the playground)
3. Arms out and swing your arms sideways (like the propeller of a helicopter)



1. Sideways left or right



2. Forward and backwards



3. Arms sideways twist and turn

PE TOPIC: BALL SKILLS

PE4LIFE TOPIC: COOPERATION/TEAMWORK

## MAIN PART 1

## ACTIVITY 2: Ball skills

## SET-UP:

- Arrange 2 learners facing each other sharing 1 ball.
- While A is doing the skill with the ball, B can imitate the same movement with no ball.
- After 10 repetitions, change roles.



## 1. Throws and catches

- Throw and catch (bend knees on catching the ball, then stretch when releasing the ball)
- Throw, clap hands, catch
- Throw, clap 3x, catch
- Throw (higher), make a full turn, catch
- Throw, touch the ground, catch

## 2. Swing arm back with a ball in hand, then bring forwards and throw

- With strong hand – catch with two hands
- With strong hand – catch with the same hand
- With strong hand – catch with other hand, alternating hands

PE TOPIC: BALL SKILLS

PE4LIFE TOPIC: COOPERATION/TEAMWORK

## 3. Throw and catch with a partner

- Throw and catch with a partner
- Throw and catch with two hands (underarm throw)
- Throw with stronger hand, catch with both hands
- Throw, clap, catch
- Throw, clap, catch, balancing on one leg

**Challenge:** How many times can you throw without lowering your foot or losing the ball?



## 4. Sequence of different swings and throws together and show your friend

- Swing the ball with 2 hands in front of the body, 2x left to right, then right to left
- Swing right hand forwards-backwards-change over to the left hand
- Throw and catch in front of body 4x
- Throw with the right hand sideways over your head and catch with the left hand

PE TOPIC: BALL SKILLS

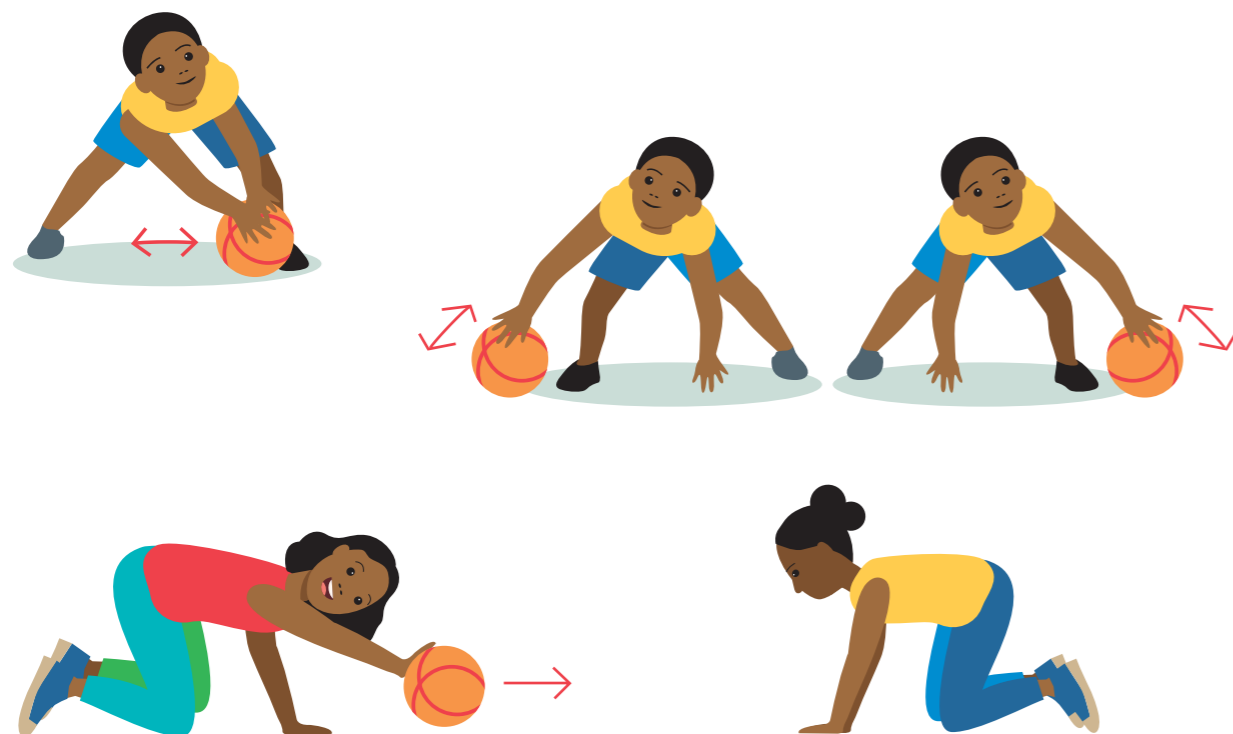
PE4LIFE TOPIC: COOPERATION/TEAMWORK

MAIN PART 1

ACTIVITY 3: Rolls

- Roll the ball in front of your body from the left to the right hand (frontal plane)**
  - In standing position, lean forwards
  - In kneeling position, sit on heels
  - In sideways lunge, transfer your weight from left to right
  - From standing with sideways chasse to follow the ball
- Roll the ball on the side of your body forwards and backwards (sagittal plane)**
  - Roll the ball on the side of your body from back to front using the left and right hand
  - From standing – take a few running steps forwards and backwards, catch
  - Few chassés forwards, catch
  - Few gallops, jumps, catch
- With a partner (3 metres apart)**
  - From straddle stand with 2 hands
  - From half kneeling with opposite hand
  - On knees, roll from right to left hand, then forwards to your friend
  - On knees, sitting on heels – roll the ball around your body, then roll forwards to your friend

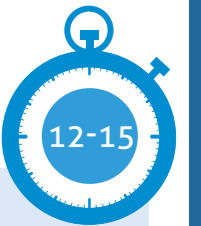
How many rolls can you do without losing balance?



PE TOPIC: BALL SKILLS

PE4LIFE TOPIC: COOPERATION/TEAMWORK

MAIN PART 2



TIME: 12 to 15 minutes

EQUIPMENT:

- 3 balls for every 6 children



SET-UP:



ACTIVITY 4: Group Activity

In groups of 6 children with 3 balls:

- pass the ball to your left
- pass the ball to your right
- make the circle bigger
- throw-catch-throw-catch
- sequence of the following ball skills:
  - throw and catch 2x.
  - bounce with 2 hands 2x.
  - throw to your right and stop.
  - repeat it over and over.
  - the learner with no ball in hand waits on their spot.

Work in synchronised action on command!

**NB:** Adapt to the age group. At the pre-primary and Grade 1 level, they may not be familiar with "left and right". In this case, the educator must demonstrate and point and say, "This way" and "That way".

**Challenge:** Which group can do more catches without making a mistake? Let the group members communicate with each other and plan how they will do the activity.



PE TOPIC: BALL SKILLS

PE4LIFE TOPIC: COOPERATION/TEAMWORK

## COOL DOWN

Choose a suitable cool-down activity, for example:

Do a cool-down dance by dancing in slow-motion for 30 seconds, then rest. Repeat until cool.

## CLOSING TEAM CIRCLE

1. Review the session outcomes. Ask the learners to tell you what they learnt about **ball skills**.
2. Ask the learners how it was to **work in teams**. What did they learn?
3. Ask the learners to reflect on why **teamwork** is important at school.
4. Ask the learners to give you feedback on the session. What did they enjoy, what did they find difficult?
5. Close the session, make any announcements, confirm the time of the next session, etc.



## SESSION 10 – SHUTTLE RUNS, RELAY GAMES AND CARE FOR THE ENVIRONMENT

PE THEME: RUNNING ACTIVITIES

PE TOPIC: SHUTTLE RUNS AND RELAY GAMES

PE4LIFE TOPIC: CARE FOR THE ENVIRONMENT

## PHYSICAL EDUCATION OBJECTIVES

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

1. run between 2 points as many times as possible in a given time.
2. keep up speed for a minimum of 10 seconds.
3. put different objects into specific groups as fast as possible (sorting/problem-solving, cognitive ability).
4. use hand-equipment (cans) for a short rhythmical sequence.

## PE4LIFE OBJECTIVES

1. Understand the importance of recycling.
2. Identify different groups of recyclable material.
3. Realise the effects of litter on the environment.
4. Find different ways and advantages of reusing waste material.

## KEY MESSAGES ON RUNNING ACTIVITIES AND RELAY GAMES

Physical activity in general for children is important for a wide variety of reasons. It helps to reduce weight and discourage obesity, increases strength in the muscles and bones and can even improve concentration at school. Exercise is a vital component of any child's development; it lays the foundation for a healthy life. Running is a great activity to help children build endurance, which is developed when they regularly engage in aerobic activity. Most children enjoy competition but in the junior primary phase, the **emphasis should be on fun and enjoyment and not serious competition**. Relay activities offer opportunities for fun competitions while at the same time fostering teamwork.

## KEY MESSAGES ON CARE FOR ENVIRONMENT

Children should be taught from a very young age to care for the environment. Key messages include:

1. Understanding pollution
2. The effect of littering on the environment
3. Recycling
4. Reusing waste materials, e.g.
  - 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.
5. Preserving valuable natural resources such as water or trees.

## TIPS: HOW TO INTEGRATE

The session below is a good example of how messages on the environment can be integrated into a PE lesson. The educators should, however, use other opportunities as well. Before a PE session starts, the class must, as a matter of course, clear the area of all litter and dangerous objects such as stones, glass, etc. As an exercise, they should quickly bring all litter to one place and reflect briefly on what should be returned to the environment, e.g. stones, what should be disposed of and what can be recycled. Non-wastage of

PE TOPIC: SHUTTLE RUNS AND RELAY GAMES

PE4LIFE TOPIC: CARE FOR THE ENVIRONMENT

water can also be integrated into the session. Children are encouraged to drink water during a session to remain hydrated, but they should not drink directly from the taps, which wastes water, but should rather have a water bottle.

## OPENING TEAM CIRCLE

1. Form a circle with the learners. (You are part of the circle, NOT in the middle.)
2. Welcome the learners and create a friendly, safe environment.
3. Facilitate a brief CONNECTED CONVERSATION with and amongst the learners.
4. Introduce the objectives for the session through leading questions such as:
  - a. What is the difference between "dirty" and "Clean"?
  - b. How do children make the school dirty?
  - c. How can we keep the school clean?
  - d. Is it good for people to chop down trees?
  - e. What stuff that people throw into their dirt bins can we use again?

## WARM UP

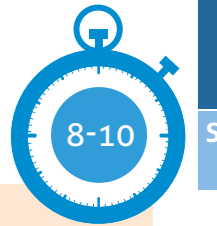
TIME: 8 to 10 minutes

## EQUIPMENT:

- Each learner has to bring a minimum of 10 pieces of different types of cleaned recyclable waste material to school before the lesson. E.g. newspaper, plastic shopping bags, beverage cans, plastic cool drink bottle, milk container, toilet or paper towel roll, glass bottle.

## SET-UP:

- Demarcate play area to about 20 x 20 metres square.
- Place all waste material spread out on the ground.
- Arrange learners randomly spaced. Place 4 bigger cardboard boxes or laundry baskets into 4 corners of the play area, each marked: PLASTIC/PAPER/GLASS/CANS.



PE TOPIC: SHUTTLE RUNS AND RELAY GAMES

PE4LIFE TOPIC: CARE FOR THE ENVIRONMENT

WARM UP

ACTIVITY 1:

On command, learners must pick up any object nearest to them, run to the side and place one object at a time into the relevant box/basket.



PLASTIC



PAPER



GLASS

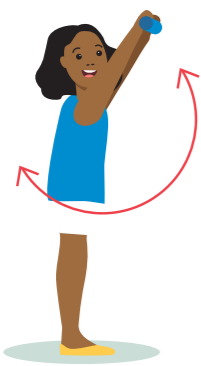


CANS

ACTIVITY 2: Mobility stretching

Mobility stretching with used newspaper roll – Choose some engaging, age-relevant music to create a fun atmosphere and use rhythm.

- Learners spread out randomly. Educator demonstrates mobility stretches with a rolled-up newspaper in hand.
- Each position to be repeated 10x with dynamic stretching (bouncing)



Swing arms up and down. Hold newspaper roll.



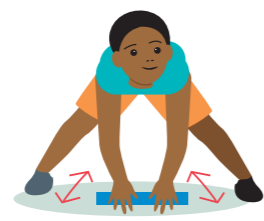
Up-side down shoulder stretch.



Table top position. Twist trunk left-right. Hold paper roll.



Pike sit. Place newspaper behind ball of feet.



Straddle stretch. 'Pen-cake' Roll newspaper to and fro.

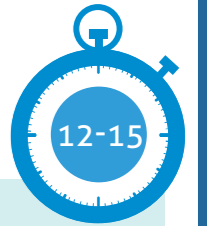


Adductor stretch. Turn trunk towards straight leg. Place newspaper on foot. Repeat both sides.

PE TOPIC: SHUTTLE RUNS AND RELAY GAMES

PE4LIFE TOPIC: CARE FOR THE ENVIRONMENT

MAIN PART 1



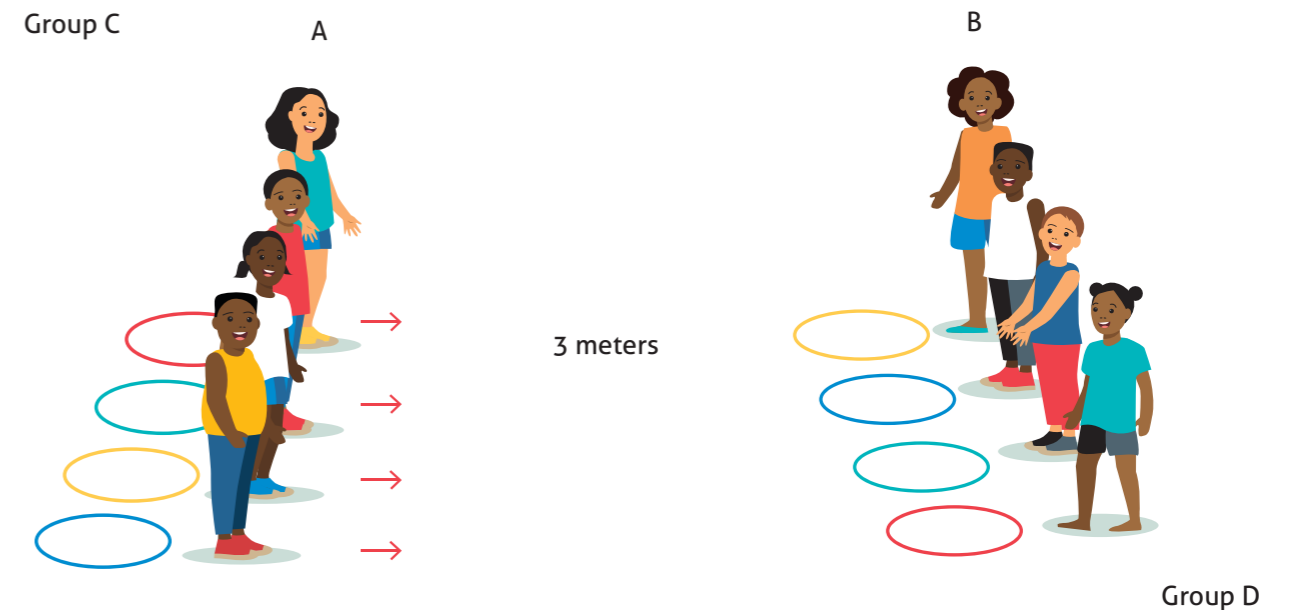
TIME: 12 to 15 minutes

EQUIPMENT:

- Waste materials (same as those used for the warm-up)
- Stopwatch for the educator
- Hula hoops



SET-UP: Arrange learners in 4 groups, A and B are 3 metres apart.



ACTIVITY:

- Group A has 10 items of waste material in a hoop placed behind them on the ground.
- Each learner in Group A has a partner in Group B, 3 metres away with a hoop on the ground in front of them
- Learner A must deliver all 10 items and place them into the hoop one by one. It is a competition between all the As to see who can complete this first. The educator can time the best 3 of the group.
- C and D teams are organisers and spectators.
- After all the As have had their round, the Bs must stand in front of their hoops filled with the 10 objects and the As must stand behind their now empty hoops.
- After the Bs finish, change Group A/B to C/D. Repeat activity at least 4 times.

**NB:** Groups C and D must not be inactive. Make the groups cheer for each other and encourage each other in the same way that this would happen in real-life events. Discourage negative behaviour such as booing; instead, encourage fair play.

PE TOPIC: SHUTTLE RUNS AND RELAY GAMES

PE4LIFE TOPIC: CARE FOR THE ENVIRONMENT

MAIN PART 2



TIME: 12 to 15 minutes

EQUIPMENT:

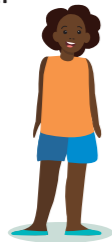
- Group 1 – Small bottles (500 ml) filled with sand (x 6)
- Group 2 – Plastic bags rolled and fastened into a ball
- Group 3 – Cooldrink cans, 2 cans per learner.



SET-UP:

Arrange learners at their station in 3 groups

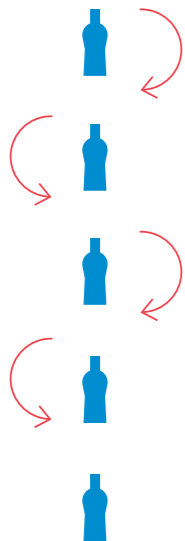
Group 1:



Group 2:



Group 3:



Show Activity 1 to all groups at the beginning and explain what will happen at Activity 2 and 3. Swop groups after 4 minutes.

PE TOPIC: SHUTTLE RUNS AND RELAY GAMES

PE4LIFE TOPIC: CARE FOR THE ENVIRONMENT

ACTIVITY: Stations involving running and fun rhythmic activity

- Activity with bottles filled with sand:**

  - Bottles are placed 1 metre apart in a line (bottles take the place of cones, and can be covered in colourful material as part of an art project in class).
  - Run in a "zigzag" fashion in between the bottles from A to B as fast as you can, then walk back to starting point B. Stand on one leg in a balancing position for 10 seconds, then wait for your turn.
  - Wait for the person in front of you to pass the 1<sup>st</sup> bottle then start.
- Activity with a plastic ball**

  - 2 teams to play football or touch rugby with a ball made from recycled material.
- Activity with cans**

  - Educator stands at the side of all 3 stations to be able to see all 3 groups and to lead an activity with cans in hands.
  - Group 3 is facing the educator.
  - Teach a short sequence including rhythmical activities using the 2 cans to create rhythm:
    1. Tap cans above our head 4x.
    2. Tap cans behind your body, hips height 4x.
    3. Tap cans in front of your body with arms straight 4x.
    4. Tap cans in front then behind your body-lean slightly forward-alternating 8x.
    5. Lift left leg, tap cans under left knees, then tap cans in front of you. Lift right leg, tap can under right knees, then tap cans in front of you. Repeat 3 more times.
    6. Tap cans 2x behind both your knees while leaning forwards, tap cans in front of you 2x, tap cans above your head 2x, tap cans in front of you 2x. Repeat.

COOL DOWN

Choose an appropriate cool-down activity. For example:

**Copycat:** Ask a few learners to demonstrate their favourite stretch while the rest of the class copies them. Remember to stretch gently and slowly. Repeat until cool.

CLOSING TEAM CIRCLE

1. Review the session outcomes. Ask the learners to tell you what **physical activities** they did during the session.
2. Ask the learners to reflect on **caring for the environment**, recap the key messages.
3. Ask the learners to reflect on how caring for the environment can impact on their daily lives. Encourage them to care for the environment in their communities as well and to spread the message amongst their friends and families.
4. Ask the learners to give you feedback on the session. What did they enjoy, what did they find difficult?
5. Close the session, make any announcements, confirm the time of the next session, etc.

## SESSION 11 – BALANCING AND COMMUNICATION

PE THEME: APPLIED MOVEMENT SKILLS

PE TOPIC: BALANCING

PE4LIFE TOPIC: COMMUNICATION

SPORT2LIFE SKILL: "USE YOUR VOICE"

## PHYSICAL EDUCATION OBJECTIVES

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

1. demonstrate core strength to keep tight body posture.
2. hold different basic balancing positions with a partner.
3. maintain discipline and apply safety measures while working together.

## PE4LIFE OBJECTIVES

1. Develop trust through effective communication.
2. Use key words and signs for effective communication.

## KEY MESSAGES ON BALANCING

Balance is the ability to maintain a controlled body position. Children in the junior primary phase require balance in all aspects of their daily lives, whether sitting at the classroom table or walking up or down steps. Young children are prone to falling. Therefore, developing good balancing skills is very important. Children need the ability to maintain controlled positions during both still and moving activities. Static balance is the ability to hold a stationary position with control, such as when children have to stand on one leg and hold their position. Dynamic balance is the ability to remain balanced while moving, for example when riding a bike.

## KEY MESSAGES ON COMMUNICATION

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

- (i) Encourage learners to communicate with each other and with the educator.
- (ii) Encourage learners to share their thoughts, opinions, needs and concerns. (This is particularly important in the **Opening Circle**.)
- (iii) Encourage the learners to use their voices, to assert themselves.
- (iv) Do not interrupt fellow learners or the coach/educator while they are talking.
- (v) Develop **active listening skills**. Listen to instructions or advice from the coach, educator, or fellow learners.
- (vi) Show empathy for others. Learners may sometimes share personal stories. Learners must be encouraged to show understanding and support for their fellow learners.
- (vii) Feedback – Giving and receiving feedback is an important communication skill. In the PE4Life approach the learners, even young learners in the junior primary phase, must be encouraged to give the educator feedback.



PE TOPIC: BALANCING

PE4LIFE TOPIC: COMMUNICATION



## TIPS: HOW TO INTEGRATE

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

1. Form a circle with the learners. (You are part of the circle, NOT in the middle.)
2. Welcome the learners and create a friendly, safe environment.
3. Facilitate a brief **CONNECTED CONVERSATION** with and amongst the learners.
4. Introduce the objectives for the session through leading questions such as:
  - a. Who can tell me, what is a question?
  - b. Martha, can you ask Jeremiah any question? Jeremiah, can you answer that question? Who can answer the same question?
  - c. Last week we sent a message (letter, SMS, WhatsApp) to your parents – who can remember what that message was all about?
  - d. The principal spoke to you last week at the school assembly – who can remember what the principal said?



PE TOPIC: **BALANCING**

PE4LIFE TOPIC: **COMMUNICATION**

WARM UP



TIME: 8 to 10 minutes

EQUIPMENT:

- 4 hula hoops, 4 taggers



SET-UP:



ACTIVITIES:

1. **Tag game:** "Fisherman" – Catch a fish with your net.

4 taggers, each with a hoop in their hands (fisherman with a net). When they tag you, you get the hoop and become the fisherman. Remember to get one or more of the learners to repeat the instructions for the game to practise their communication skills.

The others do swim-like movements with arms while moving ("swimming") away from the fisherman.

2. **Balancing poses:** Play music with a water theme (just to flow from the fisherman game to another activity). Arrange learners in a big circle representing the ocean. You can use music from the Disney cartoon *Ariel* ('Under the Sea'). [https://www.youtube.com/watch?v=GC\\_mV1lpjWA](https://www.youtube.com/watch?v=GC_mV1lpjWA)

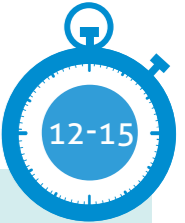
The educator leads stretching activities while standing **on their toes**. Hold each pose for at least 10 seconds.

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

PE TOPIC: **BALANCING**

PE4LIFE TOPIC: **COMMUNICATION**

MAIN PART 1



TIME: 12 to 15 minutes

EQUIPMENT: None

SET-UP: Set up a space for learners to do the activities comfortably.

ACTIVITY 1:

1. Core conditioning: Arms/Shoulders

Arrange learners 2 by 2 facing each other 1 metre apart in the ladies push-up hold (knees on the ground).

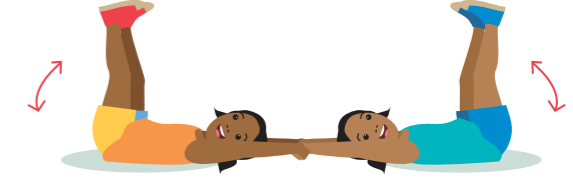
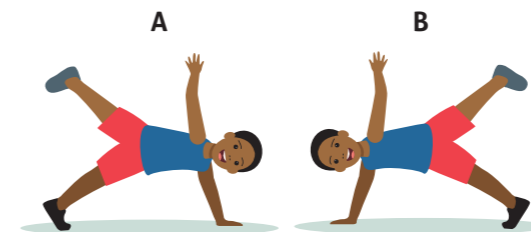
- Lift one hand and touch hands alternating.
- Lift hand and wave at each other, alternating hands.
- Mirror image: A moves in a different direction (left/right/forwards/backwards), B follows for 15 seconds. Take a break and swop roles.

2. Conditioning: Abs

- Clench feet, sit up and clap hands.
- Tuck sit, touch feet, push bicycle.
- Lie on your back, hold hands, lift your feet up to candlestick position, keep legs straight.

3. Conditioning: Legs

- Facing each other in a crouching position, hold hands and keep each other balancing with arms straight. Descend slowly to tuck position and touch the ground with buttocks, then lift up to standing position. Repeat a few times.



PE TOPIC: **BALANCING**  
 PE4LIFE TOPIC: **COMMUNICATION**

MAIN PART 2



TIME: 12 to 15 minutes

EQUIPMENT:

- Arrange partners, 2 by 2 partners of about the same weight and same height.
- Explain to the learners and let them find their own partners, intervene if necessary.
- Educator creates skill cards.

SET-UP:



PE TOPIC: **BALANCING**  
 PE4LIFE TOPIC: **COMMUNICATION**

ACTIVITY 2:

Try these basic balances with a partner. Educator to demonstrate and explain safety measures:

- Plan each position carefully.
- Talk to your friend and agree who is doing what?
- Build trust, **never let go without warning!**
- Hold hands by the wrist.
- Get into the position slowly, hold for at least 5 seconds, then get out of the position.

(Remember to also let one or more learners demonstrate.)

Try these positions with another partner, but this time the educator gives a skill card to one of the learners.

The learners stand back to back (Free standing).

Learner A must describe the position that they must do together based on what he/she sees on the card. Learner A places the card on the ground, face down. Now learner B must repeat what he/she heard and together they must try to complete the activity. Once they get into the position, they can look at the flashcard and see if they did the activity correctly. The key message to be emphasised is that **good communication leads to safe and good results**. If the position does not look the same as the picture, they should discuss briefly where the communication broke down and try again.

ACTIVITY 3:

Ask the learners to form groups of 3.

Each group tries to create their own "acrobatic" balance pose with 2 learners on the ground.

- They must first communicate with each other and come up with a plan.
- They must show their formation to the others.

Examples:



PE TOPIC: **BALANCING**PE4LIFE TOPIC: **COMMUNICATION****COOL DOWN**

Choose an appropriate cool-down activity. For example:

**Heel, toe:** Walk in circles on heels for 20 seconds. Walk in circles on tiptoes for 20 seconds. Repeat until cool.

**CLOSING TEAM CIRCLE**

1. Review the session outcomes. Ask the learners to tell you what they learnt about **balancing**. Ask why they think balancing is important.
2. Ask the learners to recall the **communication** that happened during the session. Reflect on any examples of poor communication that happened during the session.
3. Ask the learners to reflect on how communication can impact on their daily lives. Encourage them to apply the same communication practices at home. E.g. communicate with their siblings and parents, or make their feelings known.
4. Ask the learners to give you feedback on the session. What did they enjoy, what did they find difficult?
5. Close the session, make any announcements, confirm the time of the next session, etc.

**SESSION 12 – SAFE LANDING AND SELF-ESTEEM**PE THEME: **APPLIED MOVEMENT SKILLS**PE TOPIC: **SAFE LANDING ON FEET, HANDS, AND BODY**PE4LIFE TOPIC: **SELF-ESTEEM**SPORT2LIFE SKILL: **"STAY IN THE GAME"****PHYSICAL EDUCATION OBJECTIVES**

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

1. apply the correct body position when landing or falling.
2. understand and demonstrate good technique when:
  - landing on 2 feet.
  - landing forwards on 2 hands/stomach.
  - landing backwards on the back with their arms in front of their bodies.
3. demonstrate good posture.

**PE4LIFE OBJECTIVES**

1. Build self-esteem and confidence in the learners.
2. Give and receive feedback.

**KEY MESSAGES ON SAFE LANDING ON FEET, HANDS, AND BODY**

In the pre-primary and junior primary phase, children will do various activities, even in their home environments, which will involve jumping, landing and, in many instances, falling. They are naturally curious and will climb onto elevated objects such as trees. Safe landing and falling are thus two of the most important skills they will learn in PE. The most common and important landings are:

- landing on their feet.
- landing on their hands.
- landing with safety rolls.

The mechanical principles that govern all safe landings are:

- absorb force over as much time as possible.
- absorb force over as much body surface as possible.

**KEY MESSAGES ON SELF-ESTEEM**

Self-esteem is a term used to describe a person's overall sense of self-worth or personal value. In other words, how much you appreciate and like yourself.

Children with self-esteem:

- feel liked and accepted.
- feel confident.
- feel proud of what they can do.
- think good things about themselves.
- believe in themselves.





PE TOPIC: SAFE LANDING ON FEET, HANDS, AND BODY

PE4LIFE TOPIC: SELF-ESTEEM

Children with low self-esteem:

- are self-critical and hard on themselves.
- feel they are not as good as other children.
- think of the times they fail rather than when they succeed.
- lack confidence.
- doubt they can do things well.



Children who feel good about themselves have the confidence to try new things. They are more likely to try their best. They feel proud of what they can do. Self-esteem helps children cope with mistakes. It helps children to try again, even if they fail at first. As a result, self-esteem helps the learners do better at school, at home, and in society. Physical education and sport are good mechanisms to build self-esteem.

TIPS: HOW TO INTEGRATE

There are various ways to build self-esteem during the PE lesson. Try to integrate some of the following into your lesson:

- Create an environment that makes the learners feel that you care for them as people. This tone is set during the opening team circle.
- Find the strengths of the learners and create opportunities for them to show their strengths. E.g. if they are confident speakers, create opportunities during the lessons for them to speak. If they are good dancers, let them demonstrate dance moves.
- Praise good performance and good behaviour. Make sure that others also praise their good behaviour. Be careful not to overpraise because children can also sense when you are being false.



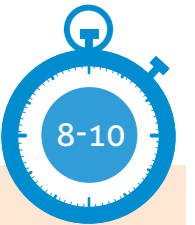
OPENING TEAM CIRCLE

- Form a circle with the learners. (You are part of the circle, NOT in the middle.)
- Welcome the learners and create a friendly, safe environment. Remember you are building self-esteem so make sure the learners feel that you care about them.
- Facilitate a brief CONNECTED CONVERSATION with and amongst the learners.
- Introduce the objectives for the session through leading questions such as:
  - Bella, can you say something nice about Jennifer? Thank you, Bella. Now can you say something nice about anyone else? (continue for a few persons.)
  - (Similar to above.) Yolanda, what do you like about Petrus? (deliberate gender change, etc.)
  - What makes you happy? What makes you sad?

PE TOPIC: SAFE LANDING ON FEET, HANDS, AND BODY

PE4LIFE TOPIC: SELF-ESTEEM

WARM UP



TIME: 8 to 10 minutes

EQUIPMENT:

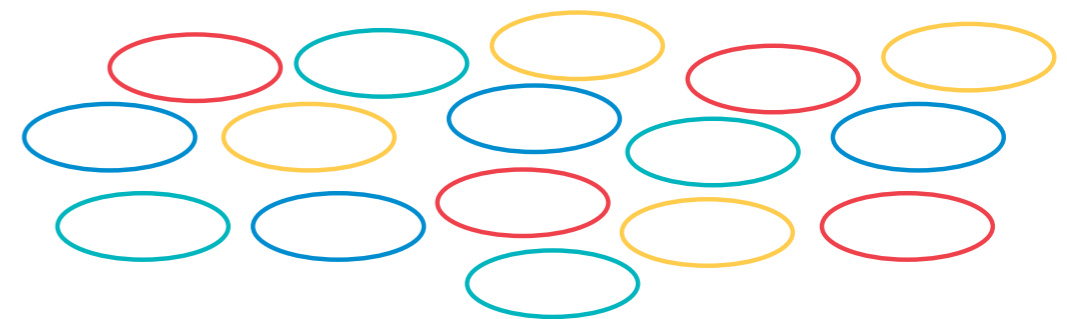
- Quite a few hula hoops in the 4 primary colours or colour dots or coloured paper plates:

- RED
- BLUE
- GREEN
- YELLOW



SET-UP:

- Place hoops scattered around the play area, at least 4 of each colour (2 or 3 learners can jump into the same hoop or colour dot at the same time).



ACTIVITY:

- Run or skip between the hoops or colour dots.
- When the educator gives the command (blows whistle or claps hands), stop at a colour dot or hoop nearest to you.
- Each colour means a different kind of jump.

- Blue:** Jump with arms up next to ears – the body must be in a straight line
- Red:** Stretch Jump-touch the ground-then crouch (up and down)
- Yellow:** Straddle jump – Close feet (out and in)-jumping jack
- Green:** Jump feet together-arm swings sideways and down

PE TOPIC: SAFE LANDING ON FEET, HANDS, AND BODY

PE4LIFE TOPIC: SELF-ESTEEM

WARM UP: PART 2 - BASIC STRETCHING



Arrange learners in a circle. Follow the educator.



Stretch inside of your leg



Knee lunges



Standing pike fold



Butterfly sit



Squad stretch



Pancake stretch in sitting



Ankle stretch

MAIN PART 1



TIME: 12 to 15 minutes

EQUIPMENT: None

SET-UP: Arrange a safe space for learners to do the activities.

PE TOPIC: SAFE LANDING ON FEET, HANDS, AND BODY

PE4LIFE TOPIC: SELF-ESTEEM

ACTIVITY:

Demonstrate and explain the correct technique for safely landing on 2 feet:

- back and spine straight – no arch in the lower back, do not bend forwards at the waist.
- arms extended to the front – in line with the heart (keeps chest up on landing).
- keep knees slightly bent, never land on straight legs, do not bend in too deep a squat as this is bad for knees.

Choose a shy learner (who might have low self-esteem) to demonstrate landing safely. Applaud the learner's efforts and let the other learners also applaud him/her.



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

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



PE TOPIC: SAFE LANDING ON FEET, HANDS, AND BODY

PE4LIFE TOPIC: SELF-ESTEEM

MAIN PART 1

- Jump 3x then tuck jump + LAND



- Jump 3x then start jump + LAND



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

Remember to constantly use opportunities to build self-esteem. For example, if you see a learner performing a skill well, stop the class and let them watch the learner perform the skill and applaud.

PE TOPIC: SAFE LANDING ON FEET, HANDS, AND BODY

PE4LIFE TOPIC: SELF-ESTEEM

MAIN PART 2



TIME: 5 minutes

EQUIPMENT: None

SET-UP:

- Group can be in a circle again.
- Start with a good landing on tummy position with hands under shoulders, head turned on the side.
- Then push up to knees and fall forwards slowly.
- Practise this a few times.

ACTIVITY:

Landing on your hands

- Lower your body.
- Bend your knees and hips.
- Fall forwards into a push-up position.
- Bend your wrists and elbows to soften fall.
- Turn your head to the side to protect neck and teeth.



MAIN PART 3



TIME: 8 to 10 minutes

Equipment: None

SET-UP:

- Arrange a safe space for learners to perform activities.

PE TOPIC: SAFE LANDING ON FEET, HANDS, AND BODY

PE4LIFE TOPIC: SELF-ESTEEM

MAIN PART 3

ACTIVITIES:

1. Show how **not to land** and why?!



2. Teach why we **MUST** do safety rolls.

3. Teach how to apply safety rolls.

- Warm up with "rock and roll" activity.
  - Practise safety roll position **on the floor**.
  - Progress to candlestick legs.
  - Practise **different jumps** before rolling into the safety roll.



"Rock & roll"



Candlestick legs

SAFETY ROLL

- Make a fist with the hands.
- Pull the arms in across the body and roll in a tucked position.
- Rolls can also be done with the arms overhead.

PE TOPIC: SAFE LANDING ON FEET, HANDS, AND BODY

PE4LIFE TOPIC: SELF-ESTEEM



Safety Roll

Tag game: **SAFE LANDING**  
Appoint 3 taggers

If you do any of the following landings safely:

- land on 2 feet
- land on hands forward
- land on back backwards

Then you are safe.

Change taggers every 30 seconds. Remember to applaud and recognise good execution of the safe landings.

COOL DOWN

Choose an appropriate cool-down activity. Choose an activity that aligns with the theme of building self-esteem. For example:

Choose a leader to lead some slow cool-down movements:

- Walk on the spot, moving arms in a gentle swinging motion.
- Touch shoulders with hands, then reach up over the head. Repeat five times.
- Skip slowly on the spot.
- Skip side to side.
- Jump or hop on the spot.

CLOSING TEAM CIRCLE

1. Review the session outcomes. Ask the learners to tell you what they learnt about **safe landings**.
2. Ask the learners to reflect if they "**feel good**" about themselves. (The term self-esteem may be too advanced for pre-and junior primary learners.)
3. Emphasise to the learners that **they are all special** and that there is only one of them in the entire world.
4. Emphasise that they must always try to **make themselves** and others **happy**.
5. Ask the learners to give you feedback on the session. What did they enjoy, what did they find difficult?
6. Close the session, make any announcements, confirm the time of the next session, etc.

SESSION 13 – JUMP ROPE AND ROAD SAFETY

PE THEME: TRADITIONAL GAMES

PE TOPIC: JUMP ROPE WITH LONG ROPE

PE4LIFE TOPIC: ROAD SAFETY

**NB:** This session is more suitable for Grade 2 and 3 learners but some parts can be adapted to pre-and junior primary level.

PHYSICAL EDUCATION OBJECTIVES

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

1. do basic jumps with rope on the ground (eye-feet coordination).
2. learn to turn a long rope.
3. learn to jump in long rope with or without a partner.
4. do a basic sequence of jumps in the rope.

PE4LIFE OBJECTIVES

1. Understand basic road signs.
2. Use traffic light commands.
2. Accept the rules given for road safety.

KEY MESSAGES ON JUMP ROPE WITH LONG ROPE

Rope skipping is a classic childhood pastime which has been enjoyed for hundreds of generations. Skipping ropes can be traced back to 1600 A.D. when the Egyptians used vines for jumping. Just like hula hoops, balls, and cones, the PE4Life educator should always have a few skipping ropes in his/her equipment set. Skipping ropes are not very expensive either as mentioned in a previous session – ropes can easily be made with waste material such as plastic shopping bags. The benefits of rope skipping include:

- improved coordination.
- burning calories and reducing fat.
- developing your thinking skills.
- developing teamwork and communication (this lesson focuses on the long rope which requires working with others).
- it is fun, accessible, and affordable (no special facilities or clothing needed).
- improved creativity.

KEY MESSAGES ON ROAD SAFETY

Namibia has one of the highest road fatality rates in the world. Most victims are young pedestrians.

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
- impatience



The learners must know what appropriate pedestrian behaviour is. Discuss how the learners travel from home to school and identify any risky behaviour or road safety issues. For example:

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?

PE TOPIC: JUMP ROPE WITH LONG ROPE

PE4LIFE TOPIC: ROAD SAFETY



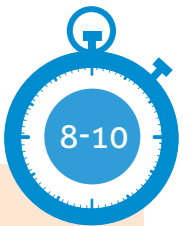
TIPS: HOW TO INTEGRATE

The lesson below is a good example of how road safety and physical education can be integrated. Road safety should, however, be integrated into more lessons. Use the 3 colours of traffic lights, red, amber and green, as ongoing terms instead of **stop**, **slow down** and **go**. Children in the junior primary phase also like imitative activities, so create more opportunities for them to imitate drivers or motor vehicles.

OPENING TEAM CIRCLE

1. Form a circle with the learners. (You are part of the circle, NOT in the middle.)
2. Welcome the learners and create a friendly, safe environment.
3. Facilitate a brief CONNECTED CONVERSATION with and amongst the learners.
4. Introduce the objectives for the session through leading questions such as:
  - a. Who has ever witnessed a road accident? Please tell us about what you saw.
  - b. Has anybody ever been involved in a road accident?
  - c. Do you know anybody that has been in a road accident?
  - d. Why do road accidents happen?

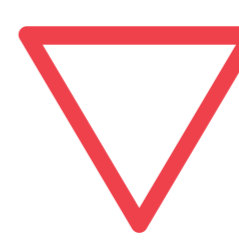
WARM UP



TIME: 8 to 10 minutes

EQUIPMENT:

- Draw a few road signboards on flipcharts
- Stop/ Yield/ Speed limit 30 km/h



PE TOPIC: JUMP ROPE WITH LONG ROPE  
 PE4LIFE TOPIC: ROAD SAFETY

WARM UP

SET-UP:

Arrange the learners so they can play the following roles:

**C: Cars** – 4 learners form a car (2 learners are the front wheels and two make up the rear wheels). About half the learners in the class should form cars.

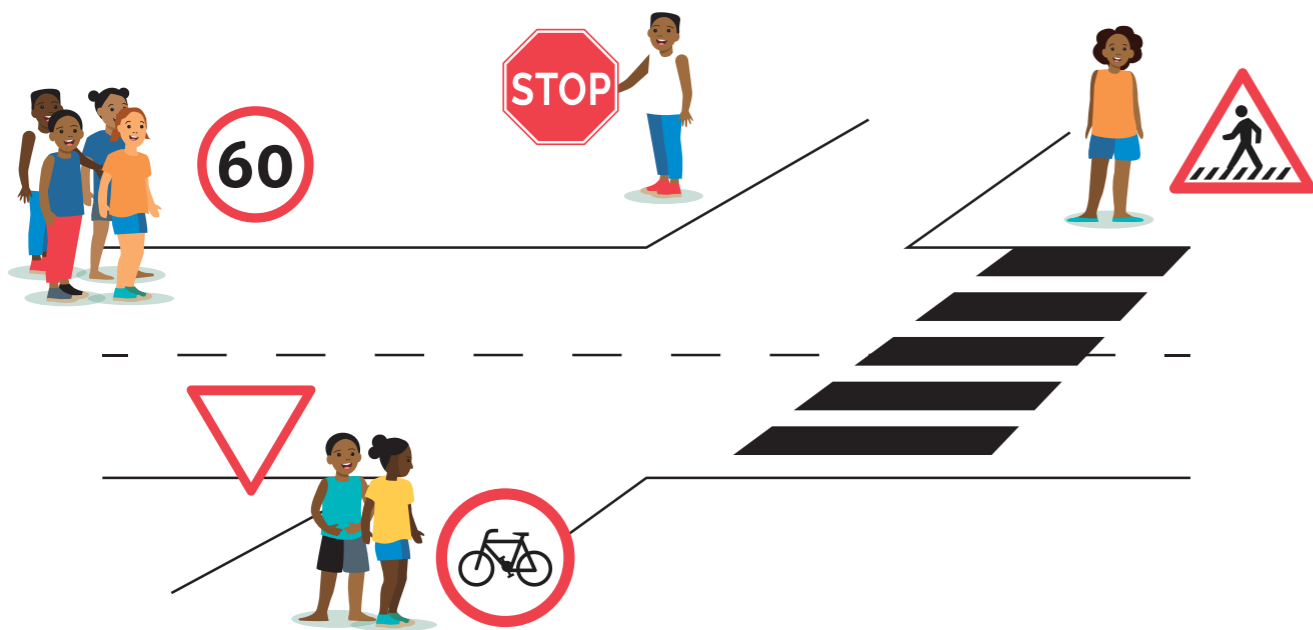
Divide the other half of the learners into 2 groups:

**P: Pedestrians** – individual learners.

**B: Bicycles** – 2 learners together form a bicycle.

**T: Traffic Cop** – The educator plays the role of the traffic cop. For some activities, let a learner play the role of the traffic cop.

Mark an area of about 20 metres with lane lines, a zebra crossing, 2 or 3 other roads joining from either side into the main road as per the sketch below.



This can be a whole project that learners do in a prior lesson.

ACTIVITY:

- Each unit moves with different speed:  
**Cars: running/ Bicycles: jogging/ Pedestrians: walking**
- Try to obey the rules of the road. Let the learners tell you some of the main rules, e.g. cars and bicycles must stop at a stop sign to allow pedestrians to cross. No speeding, etc.

Educator to explain the layout and give instructions.

PE TOPIC: JUMP ROPE WITH LONG ROPE  
 PE4LIFE TOPIC: ROAD SAFETY

MAIN PART 1



TIME: 12 to 15 minutes

EQUIPMENT:

- 4-metre long ropes
- 4 children with 1 rope in a group: 2 turners, 1 jumper and 1 counter.

After each set of jumps, the jumper, counts, and turners must swop. Change roles every 30 seconds: turners to become jumper/counter.

SET-UP:

Each group of 3 or 4 needs a space of about 5 x 5 metres.



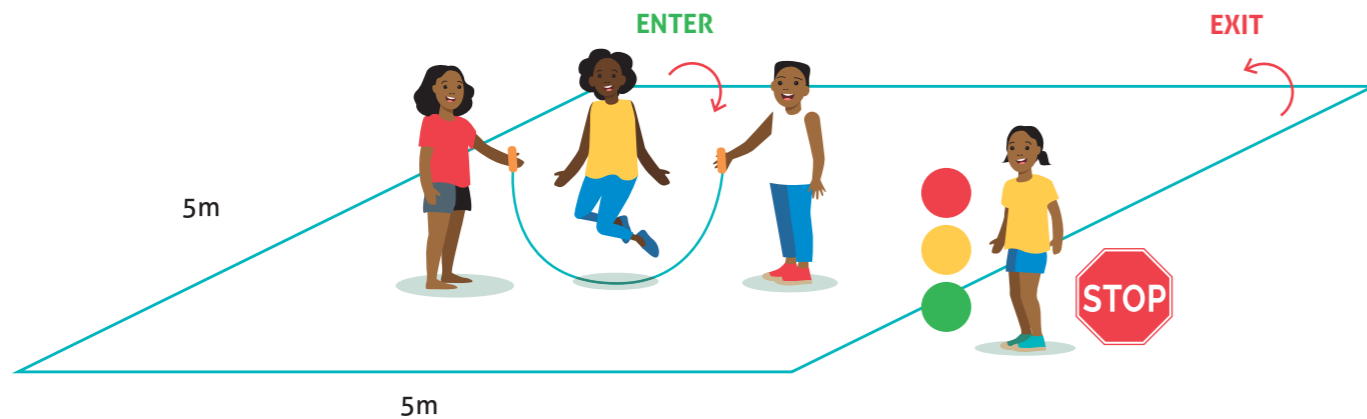
**PE TOPIC:** JUMP ROPE WITH LONG ROPE

**PE4LIFE TOPIC:** ROAD SAFETY

**MAIN PART 1**

These activities can be done using the theme of road traffic/road signs.  
The 4<sup>th</sup> person in the group (the counter) can give commands and use colours like:

- **Red:** wait
- **Yellow/Amber:** get ready
- **Green:** go
- **Stop sign:** when one must or needs to stop in the rope



**ACTIVITY:**

1. Learn to swing the rope: Draw big circles with arms in front of your body. Work together.
2. Learn to jump slowly (basic jump-double bounce).
  - Rope swings left and right near the ground (not in a circle yet).
  - Jump when the rope comes under your feet.
3. Learn to jump in the loop.
  - Jumper starts with rope touching the ground, stand by the side of the rope.
  - Try jumps on two feet, 1 leg, 1/4 turns.
  - Try it together with a friend.
  - Try to turn around like rock and roll dancers.

**PE TOPIC:** JUMP ROPE WITH LONG ROPE

**PE4LIFE TOPIC:** ROAD SAFETY

(The young learners will make many mistakes and have fun, let them learn by making mistakes, do not focus too much on technique.) Applaud the efforts of groups that perform well. Continue to build confidence and self-esteem.

4. Learn how to jump in (enter)

- Stand by the side of the turner.
- When the rope swings towards you going up as it passes the level of your eyes, jump in.
- Jump in the middle where the rope touches the ground (on the cross).
- Face the turner so that you can see when the rope is moving.

5. Learn how to stop

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

Learn how to jump out (exit).

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

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

**COOL DOWN**

Choose an appropriate cool-down activity. For example:

Learners form a tight circle in preparation for the closing team circle. Each learner must hold the hands of 2 different learners. Learners must try to undo the human knot without letting go of each other's hands.

**CLOSING TEAM CIRCLE**

1. Review the session outcomes. Ask the learners to tell you what they learnt about **rope skipping** with a **long rope**.
2. Ask the learners to tell you what they learnt about **road safety**.
3. Ask the learners to give you feedback on the session. What did they enjoy, what did they find difficult?
4. Close the session, make any announcements, confirm the time of the next session, etc.

## SESSION 14 – BASIC GYMNASTICS SKILLS, PLANNING AND PREPARATION

PE THEME: APPLIED MOVEMENT SKILLS

PE TOPIC: BASIC GYMNASTICS SKILLS

PE4LIFE TOPIC: PLANNING AND PREPARATION

SPORT2LIFE SKILL: "P-G-P (PRIORITISE, GOAL SET, PLAN)" AND "COME TO PLAY"

## PHYSICAL EDUCATION OBJECTIVES

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

1. experience body preparation activities for the development of core strength.
2. demonstrate rock and roll in tuck position as a lead-up activity for the forward roll.
3. execute a squat stand-bunny jump into standing position.
4. hold a balancing position.

## PE4LIFE OBJECTIVES

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

1. understand the concept of planning and setting up an activity in a group.
2. use a floor plan and skills cards to organise an activity station.
3. explain the importance of planning and preparation in their school and home life.

## KEY MESSAGES ON BASIC GYMNASTICS SKILLS

The physical education syllabus for the junior primary phase requires junior primary learners to develop a basic set of gymnastics skills with partners, in the form of locomotor, rotational, jumping, and balancing activities, using small and big apparatus. Gymnastics skills are the building blocks for many other movement skills. If junior primary learners can master these skills, it will prepare them well for progress in other sports. These skills are also very important for bone, muscle, and cognitive health. If learners can master these skills, it will also boost their self-confidence and morale. Participating in these gymnastics activities from a young age is important. Gymnastics targets all the muscle groups for overall body strength and flexibility.

## KEY MESSAGES ON PLANNING AND PREPARATION

- (i) Learners must be encouraged to strive for **success and wellbeing** in life. They should identify positive, successful role models.
- (ii) They need to understand that success can only be achieved through **planning and preparation**.
- (iii) At junior primary level, very simple examples and explanations must be given, e.g. they must come to the PE lessons **fully prepared**, with the **correct clothing**. They must take out their clothing two days before to make sure their clothing is clean. Why 2 days? If the clothing is dirty, of course it needs to be washed (planning).
- (iv) They must come on time. Children must get into the habit of respecting time at a young age. The educator should constantly remind the learners that coming late is a bad habit and results from poor planning and preparation.
- (v) Since the physical education lessons are only 45 minutes long, as little time as possible should be wasted by the learners in getting from the class to the playground.

PE TOPIC: BASIC GYMNASTICS SKILLS

PE4LIFE TOPIC: PLANNING AND PREPARATION



## TIPS: HOW TO INTEGRATE

- (i) During the Opening Circle, compliment the learners who came on time, and were dressed properly and ready for the session. Identify a few who "forgot" their PE clothes and let them explain. Emphasise the lack of planning.
- (ii) 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. Award a quarterly **physical education floating trophy**. Give the learner recognition at the school assembly, a certificate and possibly a small prize like a book voucher or movie voucher.
- (iii) 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 the learners to state their reasons for being late.
- (iv) Ask the learners to reflect on the consequences of coming late to school, or to church, etc. Examples may include the fact that they will miss schoolwork, be embarrassed, interrupt the class or the church service, etc.
- (v) Create opportunities during the session to practise planning and preparation.

## OPENING TEAM CIRCLE

1. Form a circle with the learners. (You are part of the circle, NOT in the middle.)
2. Welcome the learners and create a friendly, safe environment.
3. Facilitate a brief CONNECTED CONVERSATION with and amongst the learners.
4. Introduce the objectives for the session through leading questions such as:
  - Who brought their PE clothes to school today? Well done, Titus. When did you put your clothes in? Who put them in for you?
  - Who forgot to bring their PE clothing today? Why do you think you forgot?
  - Who did not do their homework?

(The idea is not to embarrass the learners, but to draw out lessons on **planning and preparation**.)



PE TOPIC: BASIC GYMNASTICS SKILLS  
 PE4LIFE TOPIC: PLANNING AND PREPARATION

WARM UP



TIME: 8 to 10 minutes

EQUIPMENT:

- Hoops in different colours or carpet tiles or Poly Spots.



SET-UP: Suitable space for conducting the activities.

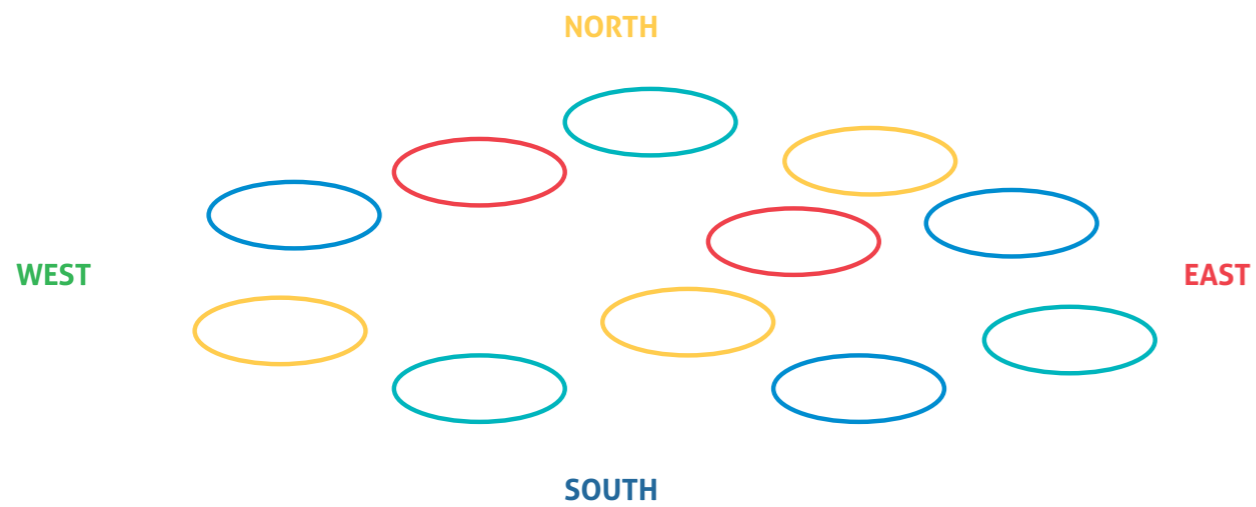
ACTIVITY 1: Locomotor game

Educator introduces the 4 coordinates: N-E-S-W. Each colour will represent a different coordinate.

With the learners in pairs, the educator gives the order for where to go on the playing area.

The learners have to work together with their partner.

NB: Directions may not be covered at the pre-primary and Grade 1 level. Use only the colours.



- NORTH
- EAST
- SOUTH
- WEST

PE TOPIC: BASIC GYMNASTICS SKILLS  
 PE4LIFE TOPIC: PLANNING AND PREPARATION

WARM UP

ACTIVITY 2: Mobility stretches

Learners stand in a row/line in 4 groups, each group stands at one colour or coordinate.



Alternate toe touch



Adductor stretch



Calf stretch (face partner)



Foreward fold



Knee lunge



Shoulder stretch



Sitting pike fold



Cat stretch

PE TOPIC: BASIC GYMNASTICS SKILLS  
 PE4LIFE TOPIC: PLANNING AND PREPARATION

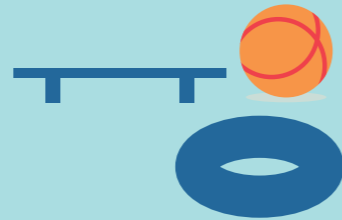
MAIN PART 1



TIME: 25 minutes (incl. planning and setting up)

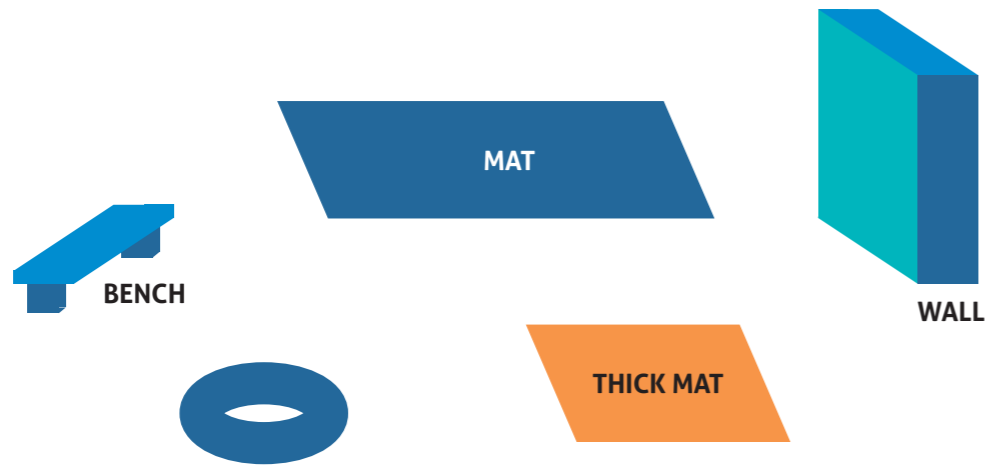
EQUIPMENT:

- skill cards 5x
- floor maps 5x
- tyres
- bench or a similar raised surface. (e.g. bricks but be careful)
- mats 3x
- balls



NB: Some schools may not have access to mats so educators should improvise. Adapt the activities to what you DO have available and ensure the safety of the learners.

SET-UP:



ACTIVITY:

Learn gymnastics skills

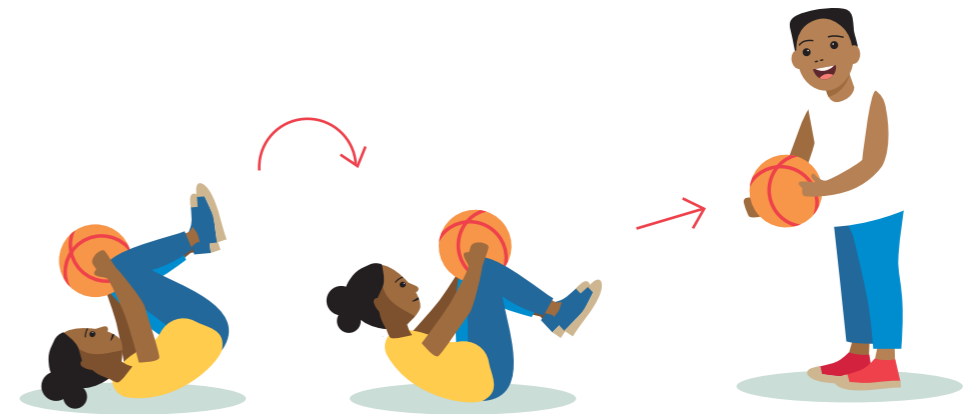
Divide the class into 5 groups. Each group receives a floor map (as per sketch) and a skills card. They must set up their stations, organise themselves in the group and perform the activity on the card.

The educator must intervene if learners struggle to organise the activity. Each group must work at a station for at least 3 minutes.

When the educator gives the command, learners move to the next station with a different activity each time.

PE TOPIC: BASIC GYMNASTICS SKILLS  
 PE4LIFE TOPIC: PLANNING AND PREPARATION

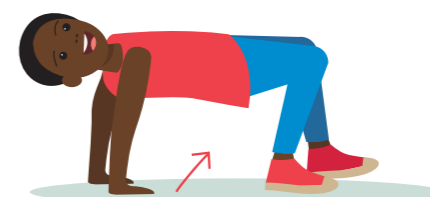
1. Rock and roll in the tuck position with a ball in the hand, hand the ball to partner when coming up to a crouching position. Change roles after 10 repeats.



2. Try different balance positions; hold each for at least 5 seconds. Try these with eyes closed on a soft surface.



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



PE TOPIC: BASIC GYMNASTICS SKILLS  
PE4LIFE TOPIC: PLANNING AND PREPARATION

## MAIN PART 1

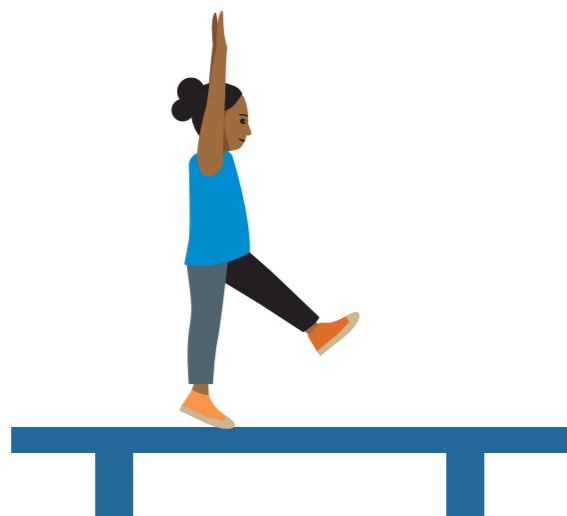
4. Bunny hops: Tuck handstand position
- Put your hands on an elevated surface (tyre), arms straight.
  - Jump into a tuck handstand position with back straight, knees tucked onto your chest
  - Head between your arms.

Try at least 3 consecutive bunnyhops at a time.



5. Balance walk on bench or bricks
- Keep good posture and a tight body.
  - Straight body position.
  - Chin up, shoulders down, stomach in, hips forwards, straight knees.
  - Keep good posture on balancing object.
  - Toes one in front of the other.
  - Always keep your eyes focused on the end of the bench.

Try this with obstacles on the bench and/or a bean bag on the head.



PE TOPIC: BASIC GYMNASTICS SKILLS  
PE4LIFE TOPIC: PLANNING AND PREPARATION

## COOL DOWN

Choose an appropriate cool-down exercise. For example:

**Circles in the Sky:** While marching on the spot, learners raise their arms overhead. Learners pretend they are drawing circles in the sky. Children keep arms overhead and draw a variety of shapes.

## CLOSING TEAM CIRCLE

1. Review the session outcomes. Ask the learners to tell you what they learnt about **tumbling, posture, balance**, etc.
2. Ask the learners to reflect on setting up their own **activity stations** with equipment.
3. **Reflect on why** it is important to **plan and come prepared to school** and to PE.
4. Ask the learners to reflect on how **NOT** planning and **NOT** being prepared can impact on their life at school and at home.
5. Ask the learners to give you feedback on the session. What did they enjoy, what did they find difficult?
6. Close the session, make any announcements, confirm the time of the next session, etc.

## SESSION 15 – ORIENTATION AND POPULATION

PE THEME: **RUNNING ACTIVITIES**

PE TOPIC: **ORIENTATION**

PE4LIFE TOPIC: **POPULATION (CROSS-CURRICULAR OUTCOME)**

**NB:** This session is most appropriate for Grade 3 learners. Aspects may be adapted for other grades. For example, the warm-up activity could be appropriate for pre-primary and Grade 1 learners and could make up the whole lesson.

### PHYSICAL EDUCATION OBJECTIVES

1. Run to/from different positions at medium speed.
2. Find locations put in a sequence on a map.
3. Follow instructions and work in a team.

### PE4LIFE OBJECTIVES

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

1. identify the colours and pattern of the Namibian flag.
2. list different regions of Namibia.
3. have a basic understanding of where the various regions are.

### KEY MESSAGES ON ORIENTATION

This session reinforces work on directions dealt with in **life orientation**. The learners experience directions but have to move to these coordinates at a moderate speed.

### KEY MESSAGES ON POPULATION EDUCATION

Population education is identified in the junior primary education syllabus as a **key cross-curricular** subject alongside several others. Although educators will reduce these concepts to very simple terms, the curriculum states: "These issues have been introduced to the formal curriculum because each of the issues deals with particular risks and challenges in our Namibian society." Population education is very broad but for the purposes of this session, we will focus on the Namibian flag and Namibia's indigenous people. The educator may use other content for different sessions.

### TIPS: HOW TO INTEGRATE

National and international Namibian sports stars are a good way to integrate learners' knowledge of Namibia into PE sessions. Many of these sports stars are positive role models and young children can be encouraged to follow their example. As part of a class project, the learners can find out more about these national heroes by answering questions such as the following:

- Which indigenous group do they belong to?
- In which district were they born and where did they grow up?
- Which schools did they attend?
- How did they become famous sports stars?
- In which countries did they compete?
- In which major competitions did they participate, e.g. the Olympics, Paralympics, national football league, etc.



PE TOPIC: **ORIENTATION**

PE4LIFE TOPIC: **POPULATION (CROSS-CIRCULAR OUTCOME)**

### OPENING TEAM CIRCLE

1. Form a circle with the learners. (You are part of the circle, NOT in the middle.)
2. Welcome the learners and create a friendly, safe environment.
3. Facilitate a brief **CONNECTED CONVERSATION** with and amongst the learners.
4. Introduce the objectives for the session through leading questions such as:
  - a. Who is the president of Namibia?
  - b. In which region of Namibia do you stay?
  - c. In which region were your parents born?
  - d. Do you know any other regions in Namibia?
  - e. Have you visited any other regions? Tell us about it.
  - f. Have you visited any other country in the world?

### WARM UP

TIME: 8 to 10 minutes

### EQUIPMENT:

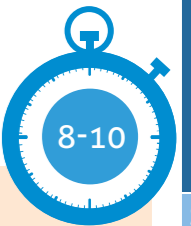
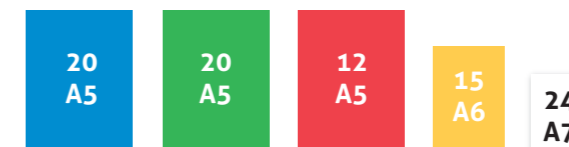
- Paper sheets of different colours (2 per learner)

SET-UP: Use the colours of the Namibian flag: red, blue, white, green and yellow, e.g. in a class of 30

- Get A4-sized coloured papers:  
10 blue, 10 green, 6 red, 4 yellow, 6 white
- Cut these into smaller pieces to get:  
A5 size: 20 blue, 20 green, 12 red  
A6 size: 16 yellow  
A7 size: 24 white

Spread the papers out placed on the ground randomly at least 1 metre apart from each other.

**At the end of the lesson in the closing circle as a cool-down activity, you will use these papers again!**



PE TOPIC: **ORIENTATION**

PE4LIFE TOPIC: **POPULATION (CROSS-CIRCULAR OUTCOME)**

WARM UP

ACTIVITY 1:

Learners spread out. Ask them to run around the area filled with colour papers. On command (whistle) call out a colour. Each learner must find that specific colour, stand on the side of it and do the body position or activity you match with that colour, such as:

Yoga pose examples

- BLUE:** Balance by standing on one leg.
- GREEN:** Gather (stand in twos, hold hands)
- RED:** Run fast on the spot with knees high
- YELLOW:** Yoga pose (educator to show poses, learners to copy)
- WHITE:** Wag your tail.



Child's pose



Bound angle pose



Downward facing dog



Upward facing dog



Cobra pose



Foreward pose



Seated foreward pose

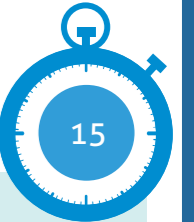


Wide legged foreward bend

PE TOPIC: **ORIENTATION**

PE4LIFE TOPIC: **POPULATION (CROSS-CIRCULAR OUTCOME)**

MAIN PART 1



TIME: 15 minutes

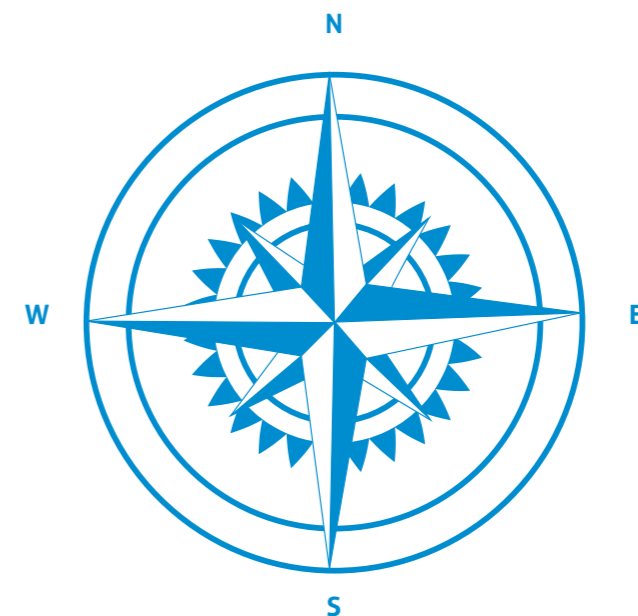
EQUIPMENT:

- A4 printout of the number and names of the regions in Namibia as below. These must be attached to the cones with tape.
- Flashcards (laminated) with instructions to travel to another region. Create as much running distance as possible, e.g. at Kunene, the instruction will read "Go to 12. Khomas". At Khomas, the instruction may read "Go to 8. Zambezi".

- |                 |                  |
|-----------------|------------------|
| 1. Kunene       | 8. Zambezi       |
| 2. Omusati      | 9. Erongo        |
| 3. Oshana       | 10. Otjozondjupa |
| 4. Ohangwena    | 11. Omaheke      |
| 5. Oshikoto     | 12. Khomas       |
| 6. Kavango West | 13. Hardap       |
| 7. Kavango East | 14. Karas        |

ACTIVITY 1: Game – Coordinates

Place 4 flipchart papers on the ground. Each flipchart has a coordinate on it: NORTH/SOUTH/EAST/WEST. Learners are all in the middle. When the educator calls out a coordinate, they must run to that coordinate as fast as they can and back to the middle. After about 1 minute, the educator can also call. "Any directions" – now learners run to the direction of their choice.



PE TOPIC:

ORIENTATION

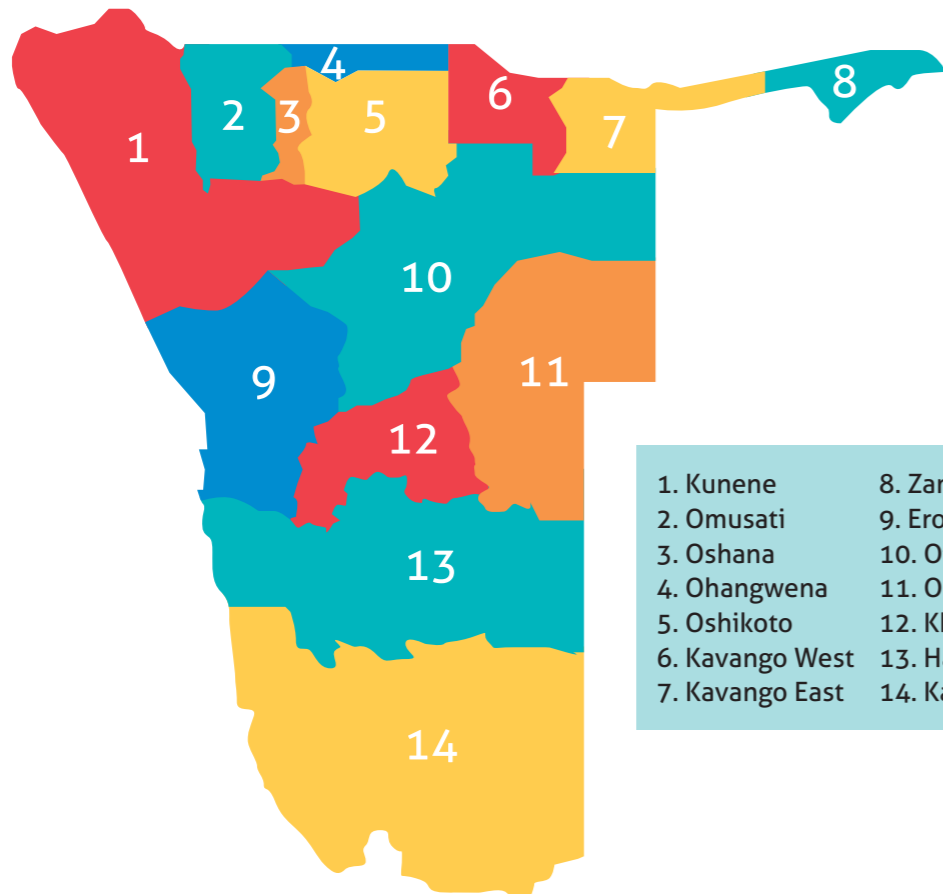
PE4LIFE TOPIC:

POPULATION (CROSS-CIRCULAR OUTCOME)

MAIN PART 1

ACTIVITY 2: Running around Namibia

- (i) Put 14 cones down (each about 4 metres away from the other). The number and name of the region are attached to the cone, and underneath the cone the instruction as to which region to travel to next.
  - (ii) Position the cones on the ground according to the map of Namibia.
  - (iii) Now ask learners to form groups of 3 or 4. Let the learners move around the area randomly in their groups until they are more or less familiar with where each region is.
  - (iv) On the first whistle, each group must run to a different region of their choice.
  - (v) On the next whistle, they must run as a group to the region indicated on the flashcard.
- To make the activity easier, always call the number with the name, so they can find the region easily.  
Do this a few times until the time is up.



- |                 |                  |
|-----------------|------------------|
| 1. Kunene       | 8. Zambezi       |
| 2. Omusati      | 9. Erongo        |
| 3. Oshana       | 10. Otjozondjupa |
| 4. Oshikoto     | 11. Omaheke      |
| 5. Oshikoto     | 12. Khomas       |
| 6. Kavango West | 13. Hardap       |
| 7. Kavango East | 14. Karas        |

PE TOPIC:

ORIENTATION

PE4LIFE TOPIC:

POPULATION (CROSS-CIRCULAR OUTCOME)

COOL DOWN

Choose any suitable cool-down activity. Since there was quite a bit of running, a few stretches will be fitting.

CLOSING TEAM CIRCLE

1. Review the session outcomes. Ask the learners to tell you what they learnt about the **different regions in Namibia**.
2. Ask the learners to tell you what they **learnt** about **Namibia** that they did not know before.
3. Ask the learners to share if any of them had visited any other region, why, which people did they visit? Allow a few to share their experiences.
4. Ask the learners to give you feedback on the session. What did they enjoy, what did they find difficult?
5. Close the session, make any announcements, confirm the time of the next session, etc.

SESSION 16 – RUNNING ACTIVITIES AND LEADERSHIP

PE THEME: RUNNING ACTIVITIES

PE TOPIC: DIRECTION/SPEED/TYPE OF RUN

PE4LIFE TOPIC: LEADERSHIP

PHYSICAL EDUCATION OBJECTIVES

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

1. demonstrate the correct technique of running/sprinting.
2. correct the position of the body, knees, and arms to improve speed.
3. adapt to change of direction and speed.

PE4LIFE OBJECTIVES

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

1. choose a leader for their group.
2. list the qualities of a good leader as criteria for choosing a leader.
3. follow instructions and copy the demonstrations of a leader.

KEY MESSAGES ON RUNNING/SPRINTING

Athletics and running activities, in particular, are prescribed in the junior primary syllabus for PE. This session focuses on correct running technique and sprinting in particular. Running at speed is required in many sports, so a good sprinting technique learnt at a young age will prepare the junior primary learner well for future activities. Key elements of a good sprinting technique include the following:

- (i) Hold your torso straight and vertical.
- (ii) Hold your head still but relax your face and neck.
- (iii) Bend your elbows at 90 degrees.
- (iv) Pretend you are lightly gripping a small bird in each hand.
- (v) Pump your arms so your hands travel from "hip to lip" and keep your arms close to your sides.
- (vi) As you pump your arms, keep your shoulders steady but relaxed.
- (vii) With each stride, lift your front knee high ("knee drive") and straighten your back leg completely to deliver full power.
- (viii) At the start of your sprint, keep your strides short and quick. Lengthen your strides as you gain speed and momentum.

KEY MESSAGES ON LEADERSHIP

- (i) Learners must have a basic understanding of the concept of leadership. They must be made to understand that they all have the potential and ability to be leaders.
- (ii) They must understand that through hard work, dedication, and action, they too can become leaders in the field of their choice.
- (iii) Understand who the leaders in their lives are. They may not always agree with their leaders, but they have a duty to support and respect their leaders. Leaders include their parents, educators, the principal, captain of their sports team, etc.
- (iv) Sometimes they will be leaders and must provide guidance and direction to others, but in other situations, they will be followers and they must accept the leadership of others.

PE TOPIC: DIRECTION/SPEED/TYPE OF RUN

PE4LIFE TOPIC: LEADERSHIP



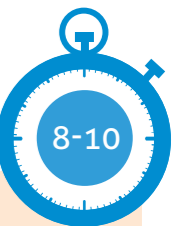
TIPS: HOW TO INTEGRATE

PE sessions lend themselves very well to integrating leadership activities. Try to appoint a "leader" for all group activities. Rotate the role of leader as much as possible. Give them opportunities to take on responsibilities and lead parts of the sessions. Make sure they play their role as leaders, i.e. give guidance and issue instructions. Also make sure that they respond positively to the instructions of others. Activities like this can also help to avoid bullying.

OPENING TEAM CIRCLE

1. Form a circle with the learners. (You are part of the circle, NOT in the middle.)
2. Welcome the learners and create a friendly, safe environment.
3. Facilitate a brief CONNECTED CONVERSATION with and amongst the learners.
4. Introduce the objectives for the session through leading questions such as:
  - a. Who is the leader of Namibia?
  - b. Who is the leader of the school?
  - c. What do you think is the job of the leader at the school (i.e. the principal)?
  - d. Who is the vice principal at the school?
  - e. Who are the head prefects at the school? What are their jobs? (If applicable)
  - f. Who is the captain of the Namibian football team, or the school team?
  - g. What is the job of a team captain?

WARM UP



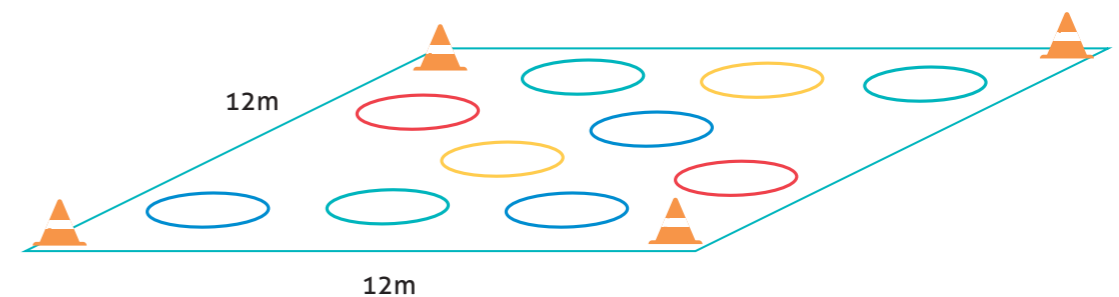
TIME: 8 to 10 minutes

EQUIPMENT:

- 10 hula hoops
- cones

SET-UP:

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



PE TOPIC: DIRECTION/SPEED/TYPE OF RUN

PE4LIFE TOPIC: LEADERSHIP

WARM UP

ACTIVITY 1:

Careful mobility stretching activities straight after the opening circle:

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

ACTIVITY 2:

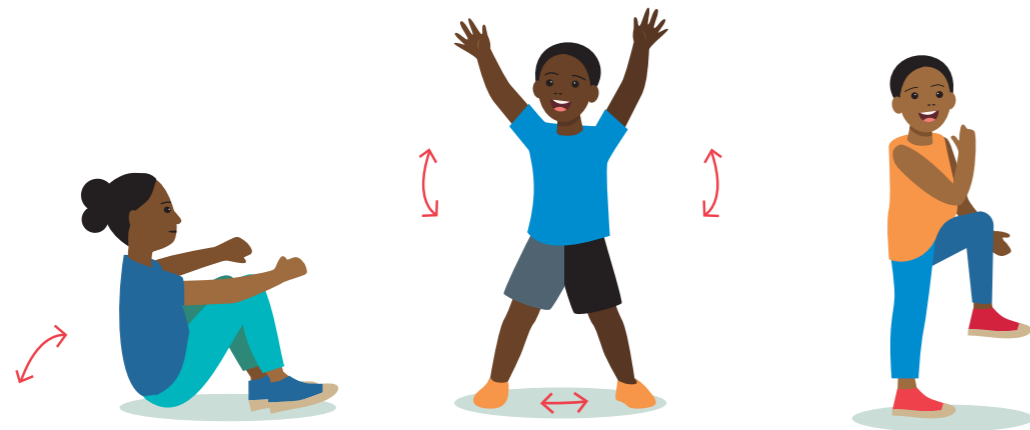
Tag Game:

- Appoint 1 tagger with a red flag or colourful hat to be identified. Tagger must be "it" for 30 seconds and count how many learners she/he can tag.
- If you were tagged, you must get into one of the hoops and do the activity called out for you by the tagger:

1<sup>st</sup> time  
10x sit-ups

2<sup>nd</sup> time  
10x jumping jacks

3<sup>rd</sup> time  
10x knee lift steps  
(with opposite elbow touch)

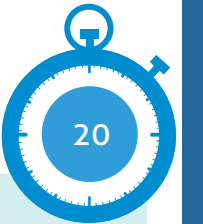


- After 10 repetitions, carry on running. After 30 seconds, the educator stops the activity and asks who was not tagged.
- Appoint another tagger for the next round. Play it 5x at least to get the pulse rate up to about 120 beats per minute. Emphasise that the tagger is the "leader".

PE TOPIC: DIRECTION/SPEED/TYPE OF RUN

PE4LIFE TOPIC: LEADERSHIP

MAIN PART 1



TIME: 20 minutes

EQUIPMENT:

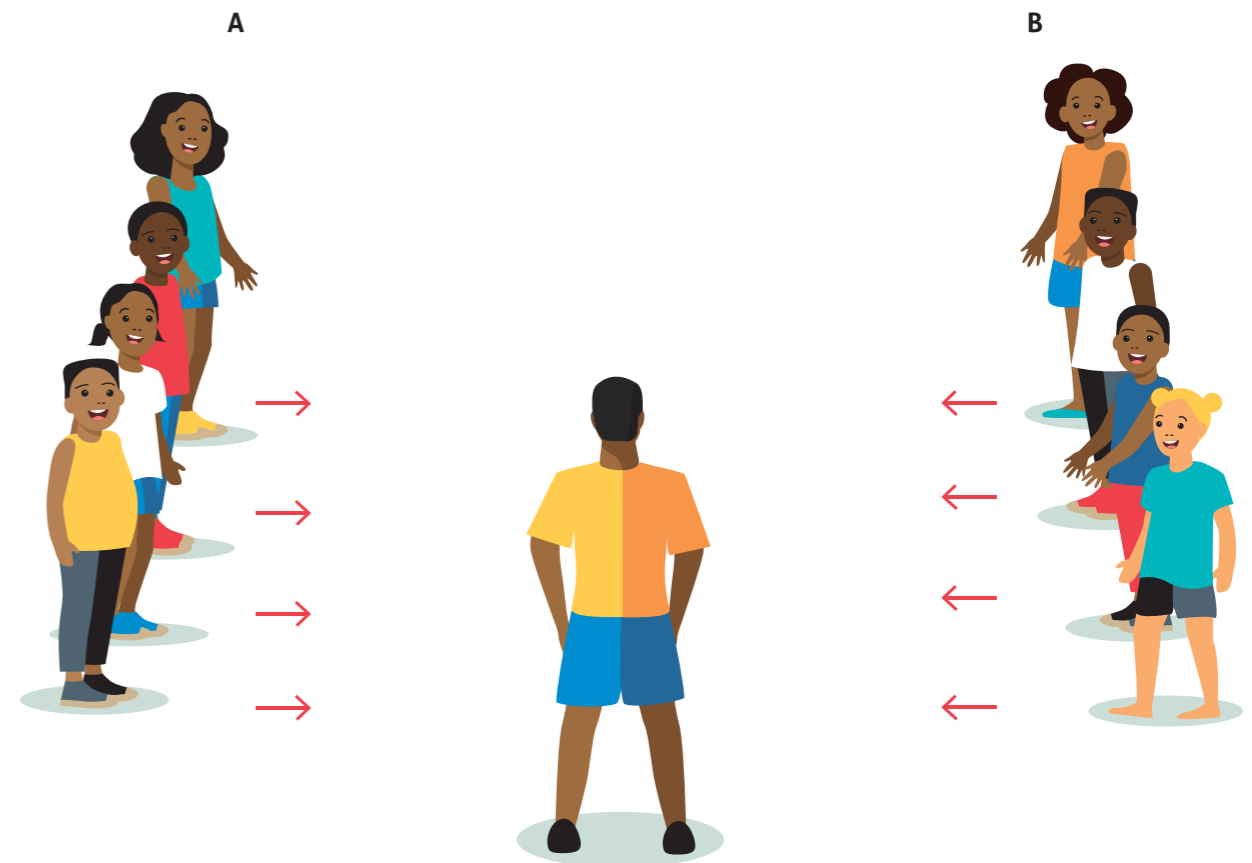
- whistle
- cones
- RUNNING 4 YOU skill chart/card



SET-UP:

- Arrange learners in groups of 2 in two rows facing each other.
- Activity 1 and 2: Stay on the spot.
- Activity 3: They need to do all activities between A and B.

- Educator will ask a different learner to lead each new activity.
- Follow the leader's command to start and end the activity.



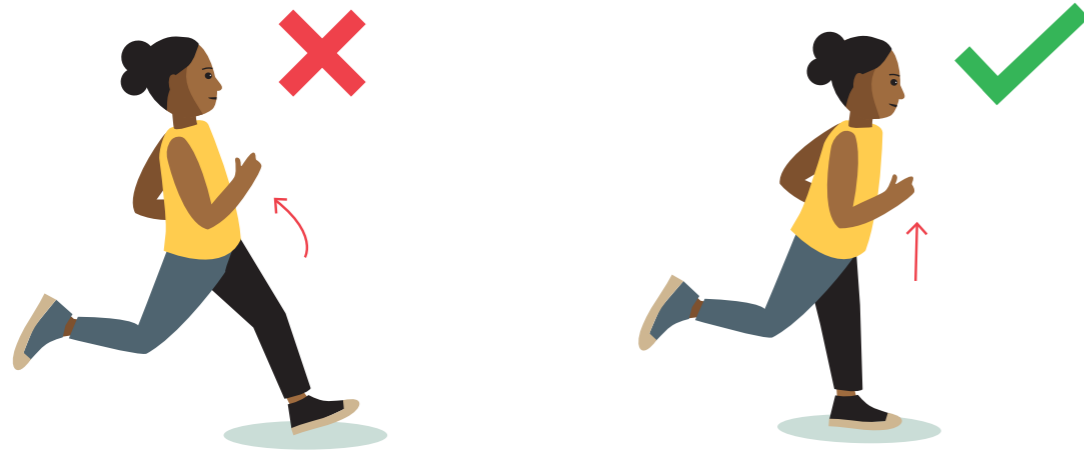


PE TOPIC: DIRECTION/SPEED/TYPE OF RUN

PE4LIFE TOPIC: LEADERSHIP

MAIN PART 1

SKILL CHART:



ACTIVITY:

1. Demonstrate a good **running technique** and show the skill chart/video.

Main cues: (keep it simple)

- Relatively short but frequent strides.
- Imitate the motion of a "wheel" to move smoothly forward.
- Lean forwards slightly.
- Lean forwards more to get more speed.
- Keep elbows bent and let arms swing back to balance the body.
- Keep looking ahead.

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

**Different activities in locomotion** (moving from A to B or from B to A – alternating with your partner) to improve running technique. – **Repeat each activity 4x**

- jogging with small running steps with knees moving forward
- run faster with knees moving forward, arms moving faster.
- jog with knees up on every 3<sup>rd</sup> step (learners to say it out loud: 1-2-up, 1-2—up, 1-2—up....)
- same activity with faster run
- jog with knees up on every 5<sup>th</sup> step (learners to say it out loud: 1-2-3-4-up, 1-2-3-4-up, 1-2-3-4-up...)

4 running steps with knees up, 4 with normal position and body leaning slightly forward.



PE TOPIC: DIRECTION/SPEED/TYPE OF RUN

PE4LIFE TOPIC: LEADERSHIP

MAIN PART 2

TIME: 10 minutes

EQUIPMENT: None

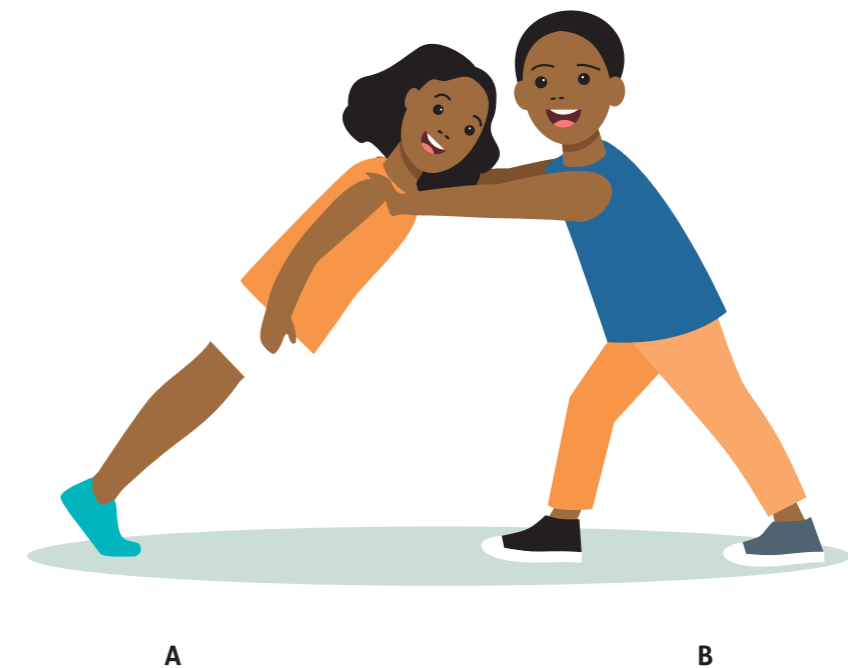
SET-UP:

Activity

1. Stand with a partner facing each other, about 50 cm apart. 'A' leans slightly forwards, 'B' holds the shoulders of A in a forward lunge position.

Let one of the learners blow the whistle to start the activity and signal changeovers. Swop leadership roles. On the whistle, A starts running on the spot leaning into the hands of B and tries to push B backwards. A continues running on the spot for about 10 seconds until the whistle goes off to indicate a change of roles. Repeat 3x each.

Aim of the game: A to push B backwards, B to stay in place.



PE TOPIC: DIRECTION/SPEED/TYPE OF RUN

PE4LIFE TOPIC: LEADERSHIP

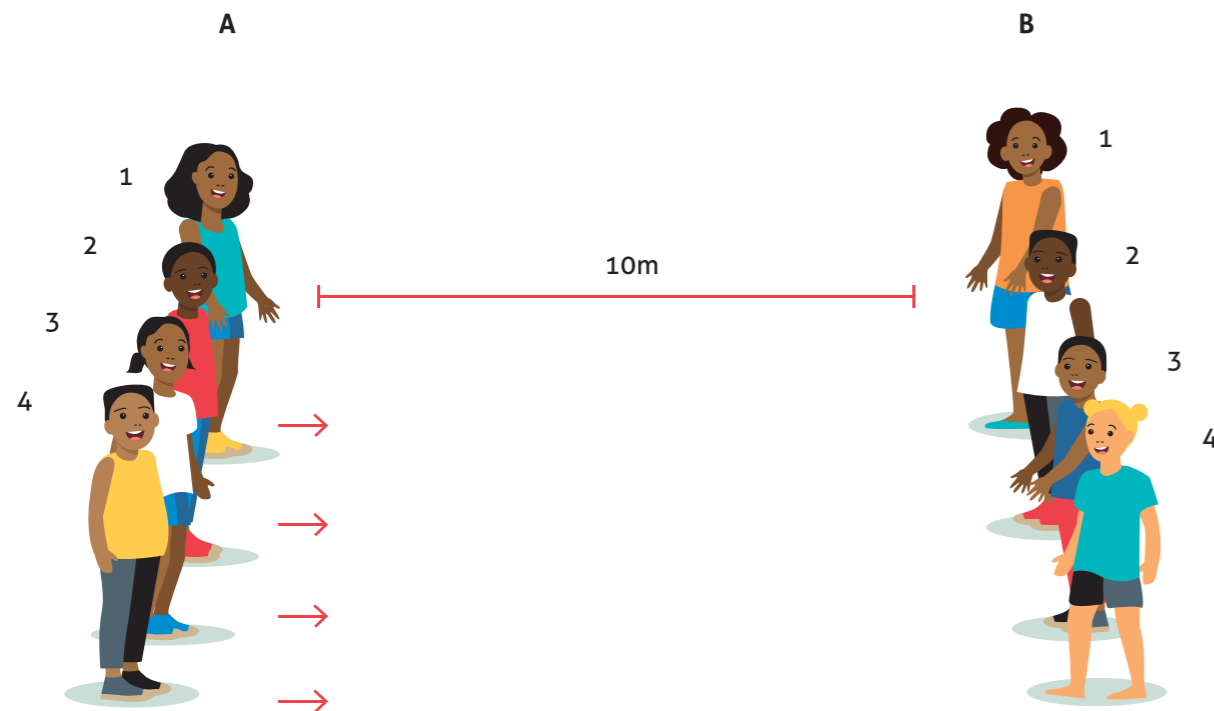
MAIN PART 2

2. Line up learners 10 metres apart from their partner.

1<sup>st</sup> command: "START" – A starts running on the spot with fast arm movements and knees up-forwards.  
 2<sup>nd</sup> command: "GO" – run to B as fast as you can with correct body posture. *See who is the fastest among Group As.*  
 Repeat the same for Bs.  
 Each group runs at least 5 times in total.

3. Give a number to each learner:

Divide class in Group A and Group B and line them up. Each group member is allocated to a number (based on total of group members, i.e. 30 learners in class : Group A 1-15, Group B 1-15, so each number is the same distance from one another.  
 Appoint a "leader" to call out a number and both learners with the same number must swap sides, see who can get there first.  
 Play this for about 5 minutes.



PE TOPIC: DIRECTION/SPEED/TYPE OF RUN

PE4LIFE TOPIC: LEADERSHIP

COOL DOWN

Since this was quite a strenuous activity, choose a simple cool-down activity. Let one of the learners lead a slow walk around a demarcated area. Another learner can lead a few stretching exercises under your guidance.

CLOSING TEAM CIRCLE

1. Review the session outcomes. Ask the learners to tell you what they learnt about **sprinting** correctly. Recap the key points.
2. Ask the learners to **reflect** on **leadership**. Who had an opportunity to lead? How did it **feel** to lead? How did it feel to be led by others?
3. Ask the learners to reflect on leaders in their daily lives.
4. Ask the learners to give you feedback on the session. What did they enjoy, what did they find difficult?
5. Close the session, make any announcements, confirm the time of the next session, etc.

SESSION 17 – TAG GAMES AND SUBSTANCE ABUSE

PE THEME: TRADITIONAL GAMES

PE TOPIC: TAG GAMES/GROUP ACTIVITIES

PE4LIFE TOPIC: SUBSTANCE ABUSE

PHYSICAL EDUCATION OBJECTIVES

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

1. experience and enjoy fun tag games while learning about substance abuse.
2. follow instructions and rules of different games.
3. assist each other during the games.

PE4LIFE OBJECTIVES

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

1. identify the different types of substance abuse.
2. understand the social consequences of substance abuse.
3. understand the health risks of addiction and abuse of substances.

KEY MESSAGES ON TAG GAMES

The PE syllabus places much emphasis on tag games. These types of games are very popular during PE sessions, on the playground and even in communities. Tag games are very good for developing basic movement skills such as running, dodging, and stopping. Tag games also develop cognitive skills. In a typical tag game, the “tagger” must figure out a strategy to tag a fellow learner as quickly as possible. Typically, he or she would identify what they consider to be “weaker” or “slower” learners. Similarly, the rest of the learners must figure out a way to avoid being tagged.

KEY MESSAGES ON SUBSTANCE ABUSE

At the junior primary level, the children themselves are unlikely to have experimented with substances but they may be victims of the effects of alcohol abuse, i.e. they are likely to have witnessed substance abuse in their communities. Their own parents, in particular fathers, may be abusing alcohol with all the negative effects that go along with that. At this level, keep the messages short and simple. Amongst other things, the junior primary learners must understand the following:

- (i) The legal age to purchase and consume alcohol in Namibia is 18 years of age.
- (ii) Substance abuse can:
  - a. lead to antisocial and risky behaviour which can lead to them not fulfilling their potential. affect their physical, mental, and emotional health.
  - b. Result in them living in poverty
  - c. Cause disease
  - d. Put their safety at risk.
- (iii) Smoking cigarettes is a serious health risk

Make the learners understand that they are likely to face peer pressure in the future, i.e. that one of their friends will try to convince them to start smoking or drinking alcohol.



PE TOPIC:

TAG GAMES/GROUP ACTIVITIES

PE4LIFE TOPIC:

SUBSTANCE ABUSE

OPENING TEAM CIRCLE

1. Form a circle with the learners. (You are part of the circle, NOT in the middle.)
2. Welcome the learners and create a friendly, safe environment.
3. Facilitate a brief CONNECTED CONVERSATION with and amongst the learners.
4. Introduce the objectives for the session through leading questions such as:
  - a. Who has family members that smoke? E.g. parents, brothers, sisters, etc.
  - b. Do you think smoking is good or bad? Why?
  - c. Do people drink alcohol in your community? (Keep it broad and not too personal.)
  - d. What are some of the bad things that can happen when people drink alcohol?

WARM UP: FROZEN



TIME: 8 to 10 minutes

EQUIPMENT: None

SET-UP:



"It" The tagger

**ACTIVITY:** One player is "It" (the tagger). When a player is tagged, he must remain frozen in place. He can be unfrozen if he is tagged by a non-It player. When all the players are frozen, a new tagger is chosen, and play begins again.

PE TOPIC: TAG GAMES/GROUP ACTIVITIES

PE4LIFE TOPIC: SUBSTANCE ABUSE

MAIN PART 1



TIME: 12 to 15 minutes

EQUIPMENT: None

SET-UP:



ACTIVITY: Stuck in the mud

Allocate different roles to the learners in different groups:

- policemen
- good citizens
- (drug) dealers (bad citizens)

Few players are It (dealers).

When a player is tagged, he must remain stuck in one place with his legs spread apart, creating a "stuck position".

He must ask for help by shouting the name of an addictive behaviour: drinking, smoking, gambling, etc.

He can get unstuck if a non-It player (policeman, good citizen) crawls under their legs.

When all the players are stuck, a new tagger is chosen, and play begins again.

After this game, the educator reflects on the game and recaps on the negative consequences of substance abuse.

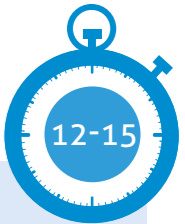
Ask learners to share, if they are comfortable, any experiences where substance abuse may have affected them in their lives.

i.e. Anti-social behaviour, Risky behaviour, Miss out on opportunities, Damaged future, Affect mental health, Affect physical health, Damage relationships, Cause poverty, Cause disease, Safety at risk, Risk of abuse.

PE TOPIC: TAG GAMES/GROUP ACTIVITIES

PE4LIFE TOPIC: SUBSTANCE ABUSE

MAIN PART 2



TIME: 12 to 15 minutes

EQUIPMENT:

- 1 ball for every 2 learners



SET-UP:



ACTIVITY:

Make circles with 8-10 learners per circle.

Every 2<sup>nd</sup> learner has a ball in their hand.

Educator ( ) stands outside of circles.

Pass the ball to your right, to the next person on your right side, then turn to your left to wait for the next ball coming. Keep passing and catching. At first, do this slowly with the educator calling when to pass the ball; then you can try to go faster and faster. On the educator's command, you need to change direction. It requires teamwork and concentration!

Put some balls out, only keep 1 ball for each circle. This time the ball must be passed randomly across the circle as fast as possible. Each time 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! (It 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 footwork:

- run on the spot
- jump feet together
- run with knees up
- run with heels up

PE TOPIC:

TAG GAMES/GROUP ACTIVITIES

PE4LIFE TOPIC:

SUBSTANCE ABUSE

## CLOSING TEAM CIRCLE

1. Reflect briefly on the tag games.
2. Have a **connected conversation** about **substance abuse**. Remember these are young learners, so keep it simple. What did they learn about substance abuse?
3. Ask the learners to reflect on how abusing substances could impact their personal lives.
4. Ask the learners to give you feedback on the session. What did they enjoy, what did they find difficult?
5. Close the session, make any announcements, confirm the time of the next session, etc.



## SESSION 18 – BALL GAMES AND HUMAN RIGHTS

PE THEME: TRADITIONAL GAMES

PE TOPIC: BALL GAMES

PE4LIFE TOPIC: EDUCATION FOR HUMAN RIGHTS AND DEMOCRACY

## PHYSICAL EDUCATION OBJECTIVES

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

1. pass the ball to each other.

## PE4LIFE OBJECTIVES

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

1. identify what they have in common with others and how each learner is different from others.
2. demonstrate tolerance of people who are different to them.
3. lay the basis for values of non-discrimination.

## KEY MESSAGES ON BALL GAMES

Children in the junior primary phase love ball games. Balls can be used in an infinite variety of ways during a PE lesson. The junior primary syllabus also emphasises the use of balls during activities. In addition to teaching the learners important sports skills such as throwing, catching and rolling balls in this lesson, ball play can also equip the learners with important life skills. In this session, the focus is on using balls and other movements and actions to deal with human rights themes, based on Article 2 of the UN Convention of the Rights of the Child.

## KEY MESSAGES ON HUMAN RIGHTS AND DEMOCRACY

Education for Human Rights and Democracy (EHRD) is prescribed as a cross-curricular issue in the junior primary syllabus for physical education. The rights of children are described in various documents including:

- (i) the Namibian Constitution (Chapter 3, Article 15)
- (ii) the UN Convention on the Rights of the Child (CRC)<sup>5</sup>

Teachers must familiarise themselves with these documents. The topic is, of course, very broad but, in this session, we focus on **appreciating similarities and differences**. This derives from Article 2 of the CRC.

“Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child’s or his or her parent’s or legal guardian’s race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

Remember, these are young children; keep the messaging short and simple.

<sup>5</sup>See <https://www.unicef.org/child-rights-convention>

PE TOPIC: BALL GAMES

PE4LIFE TOPIC: EDUCATION FOR HUMAN RIGHTS AND DEMOCRACY



## TIPS: HOW TO INTEGRATE

As per the session below, create as many opportunities for the learners to experience similarities and differences. Start with simple and obvious examples but start to introduce slightly more complex examples, bearing in mind the age of the children. For pre-primary learners, simple differences such as gender (boy/girl), size (big/small), or clothing colour may be easy to deal with but in Grades 2 and 3, concepts such as religious differences, race or ethnicity can be introduced.

**NB:** Make it clear that no discriminatory behaviour is tolerated in class. Make sure no different group/attribute mentioned in this class is displayed as “better” or “worse” than any other.

## OPENING TEAM CIRCLE

1. Form a circle with the learners. (You are part of the circle, NOT in the middle.)
2. Welcome the learners and create a friendly, safe environment.
3. Facilitate a brief CONNECTED CONVERSATION with and amongst the learners.
4. Introduce the objectives for the session through leading questions such as:
  - a. What do you think: are boys and girls the same?
  - b. Who are the big children in the class, who are the small children? What is the difference between big and small children?

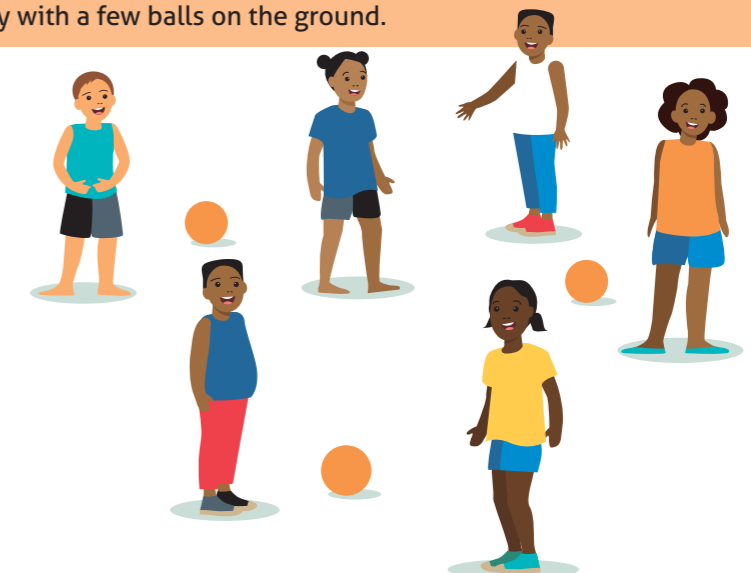
## WARM UP

TIME: 8 to 10 minutes

## EQUIPMENT:

- A minimum of 10 balls (more if possible) in different colours.

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



PE TOPIC:

BALL GAMES

PE4LIFE TOPIC:

EDUCATION FOR HUMAN RIGHTS AND DEMOCRACY

## WARM UP

## ACTIVITY: Rolling dodge ball

The learners must keep the balls rolling around on the ground using their hands. They must avoid balls touching them. You can increase the difficulty level with small changes. For example:

- (i) The same learner cannot touch the same ball twice in a row
- (ii) The same learner can only push the same ball after contact with at least two other balls
- (iii) Use different body positions to move around:
  - a. running upright or
  - b. move like monkeys (2 hands and 2 feet on the ground) or
  - c. move like spiders or crabs (same as the monkey but in rear support)
- (iv) On the teacher's whistle, learners must form a group with others who are playing with a ball of the same colour.
- (v) On the teacher's whistle, learners must form groups with different coloured balls in the groups.

## MAIN PART 1

HUMAN RIGHTS THEME – APPRECIATING SIMILARITIES AND DIFFERENCES<sup>5</sup>

TIME: 12 to 15 minutes

## EQUIPMENT:

- Chairs – 1 per child, balls – 1 per child (or something similar to a ball that is easy to throw without hurting someone)
- whistle

## SET-UP:

Chairs are arranged in a circle with enough space between them so that the children can run around the chairs.



<sup>5</sup>Activities are adopted from UNESCO (2004): *Teaching Human Rights. Practical activities for primary and secondary schools*. New York and Geneva: United Nations Publication.

PE TOPIC:

BALL GAMES

PE4LIFE TOPIC:

EDUCATION FOR HUMAN RIGHTS AND DEMOCRACY

## ACTIVITY 1: Attributes

1. Children stand beside their chairs. On whistle they step onto the chair and down, holding their ball, 5 times. You blow the whistle and the children must toss the ball to the person to the right of them, gently so that the person can catch the ball easily.
2. Children are seated holding their balls (hanging on to their balls will ensure they run slowly, creating a safer environment). One child stands in the middle of the circle and makes a statement that describes him- or herself. For example: "I am a girl", "I speak Afrikaans at home", "I am wearing a belt", "I have a sister", "I am wearing a blue shirt", etc. Everyone who shares one of the attributes must change places, including the child in the middle. Whoever is left without a seat becomes the person in the middle and names the next attribute. Explain that children can be similar and different in many ways. Now you can choose more intangible attributes, such as "children who are kind to others", "children who love animals"... The game could break down at this point because it becomes more difficult to identify such attributes at a glance.

## Activity 2: In the same boat

1. Explain that people sometimes don't recognise ways in which they are alike.
2. Then name a category (e.g. birth month, number of siblings, kind of pet, favourite toy or game) and ask the children to form a group with others who share that category with them. Older children can respond to more complex categories (e.g. number of languages spoken, career aspiration, hobby, favourite school subject).
3. The game concludes with the question "What did you learn from this activity?" and a discussion around people's unrecognised similarities and differences.

## COOL DOWN

Have the children form two parallel lines close together and facing each other. Send a child from one end between the lines ("through the wash"). Everyone (where this is culturally appropriate) pats him or her on the back or shakes his or her hand while offering words of praise, affection and encouragement. The result is a sparkling, shining, happy individual at the end of the "wash". He or she joins a line, and the process is then repeated for another child. (Running one or two people through daily is more fun than washing everybody in one big clean-up.)

## CLOSING TEAM CIRCLE

1. Ask the learners to reflect on the issues relating to their human rights, such as being similar but also different at the same time, which came up during the session. Discuss briefly the issue of similarities and differences and how to appreciate them.
2. Ask the learners to give you feedback on the session. What did they enjoy, what did they find difficult?
3. Close the session, make any announcements, confirm time of next session, etc.

## SESSION 19 – GAMES AND FINANCIAL LITERACY

PE THEME: CROSS-CURRICULAR OUTCOMES

PE TOPIC: GAMES

PE4LIFE TOPIC: FINANCIAL LITERACY

## PHYSICAL EDUCATION OBJECTIVES

1. Learn about financial literacy through play.

## PE4LIFE OBJECTIVES

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

1. explain the role that finance plays in their lives.
2. explain the importance of saving.
3. demonstrate a basic understanding of doing financial planning such as budgeting and saving.
4. explain the importance of making good financial decisions.

## KEY MESSAGES ON GAMES

Children in the junior primary phase learn best through play and interacting with each other. Children also like to role-play and imitate others. In this session, the educator is bringing across important messages about financial literacy through games and role-play.

## KEY MESSAGES ON FINANCIAL LITERACY

- (i) Children should learn basic financial literacy from a very young age. The educator is trying to develop good financial habits which could have a long-term positive impact on the lives of the children.
- (ii) In this session, you are introducing the learners to “**financial literacy**”. This is the ability of the learners to make informed decisions about money.
- (iii) You are also introducing the learners to how to manage and take care of money.
- (iv) Introduce the learners to managing their personal finances. This involves the following:
  - **Planning** – Set simple financial goals.
  - **Budgeting** – Think about and write down what you need for the month, what it costs, where you will get the income, etc.

**NB:** Pre-primary and Grade 1 would not be able to write down what they want but they can share verbally.

- **Saving** – The learners should be encouraged to start by saving cash in a money box, or “piggy bank”. Part of the messaging should be to keep their piggy banks safe and secure and to bank their money as soon as they have reached a target set by themselves.
- **Making financial decisions** – Beginning to understand the value of things. It may seem daunting for junior primary phase learners, but they must begin to have an appreciation for the financial situation of their family. Making good choices, distinguishing between wants and needs. They must understand that they cannot make unreasonable demands for toys or other expensive items if their parents have other priorities.
- **Simple bookkeeping** – Keeping simple financial records, e.g. write down the amount and date you put money into your piggy bank, when you spend money, and when you receive money.



PE TOPIC: GAMES

PE4LIFE TOPIC: FINANCIAL LITERACY

- (v) Without going into too much detail at this stage, the learners should be introduced to basic banking products such as a savings account. The best way to get these messages across over time is to get the learners to open actual banking accounts so they can experience first-hand, and share their ideas on, issues like bank charges, interest, etc. There must be communication with their parents to assist them to open accounts.
- (vi) At this age, learners don't have an appreciation for the value of money, or what items cost. This often leads to unrealistic demands on their parents and sometimes wastage. The educator should also ensure that they understand that they have a basic understanding of the value of key goods and services.
- (vii) Learners should learn to set simple financial goals, e.g. what would they like for Christmas, what does it cost, how are they going to get the money to buy the item they want?
- (viii) A broad aim of this session on financial literacy is that we want the children to live an adult life free of poverty, able to enjoy the basic pleasures in life such as a good education, travel, leisure, etc.
- (ix) They can also raise money as a class, e.g. for excursions, or equipment.
- (x) Children must be introduced to the notion of becoming financially self-reliant and not to depend on handouts.

## TIPS: HOW TO INTEGRATE

PE lessons provide numerous opportunities to refer to financial concepts, such as money, the value of items, suppliers, sensible buying, etc. What do you think this ball or hoop costs? Can you find out? Do we have enough hoops for our activities? If we buy 5 more, how much will it cost?

It is also recommended that the educator involves the learners in fundraising events to raise money to buy extra equipment, e.g. balls, hoops, ropes, a music system. The learners must take responsibility for planning and implementing a fundraising activity, e.g. selling sweets under the supervision of the educator.



## OPENING TEAM CIRCLE

1. Form a circle with the learners. (You are part of the circle, NOT in the middle.)
2. Welcome the learners and create a friendly, safe environment.
3. Facilitate a brief CONNECTED CONVERSATION with and amongst the learners.
4. Introduce the objectives for the session through leading questions such as:
  - a. Who would like some money? (Take a few notes out of your wallet and show them.)
  - b. How much money do you want from me? (Ask one of the learners who indicated they want money.)
  - c. Why do you need that amount of money?
  - d. Who gets pocket money from your parents?
  - e. Do you have to earn your allowance?
  - f. Who does not get an allowance?
  - g. Who saves some money? How do you save, why are you saving?

Have a brief connected conversation about financial literacy using the key messages as a guideline.



PE TOPIC:

GAMES

PE4LIFE TOPIC:

FINANCIAL LITERACY

WARM UP



TIME: 10 – 12 minutes

EQUIPMENT:

- Cones
- Pictures of various Namibian notes. One per learner. (Preferably laminated since they will be used a few times.)

NB: Adapt this activity to align with the numeracy syllabus of the relevant grade.



PE TOPIC:

GAMES

PE4LIFE TOPIC:

FINANCIAL LITERACY

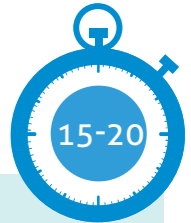
WARM UP

SET-UP: Mark out an area of about 20x10 m with cones.

ACTIVITIES:

- The educator blows the whistle and learners walk at a normal pace around the edge of the marked-out area.
- The educator blows the whistle and calls out an amount of money. Learners move inside the marked-off area and form groups to try to make up that amount of money or get as close as they can.
- Step outside the area and start walking again, this time picking up the pace slightly.
- Repeat a few times.

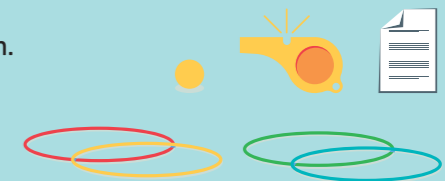
MAIN PART 1



TIME: 15 to 20 minutes

EQUIPMENT:

- 12 Hula Hoops of 3 colours each, e.g. 4 yellow, 4 red, 4 green.
- use relevant denominations from the previous exercise (grade appropriate).
- one tennis ball per team.
- 4 members of the class are the bankers/referees. 1 per team.
- whistles
- score sheets
- clipboards



PE TOPIC:

GAMES

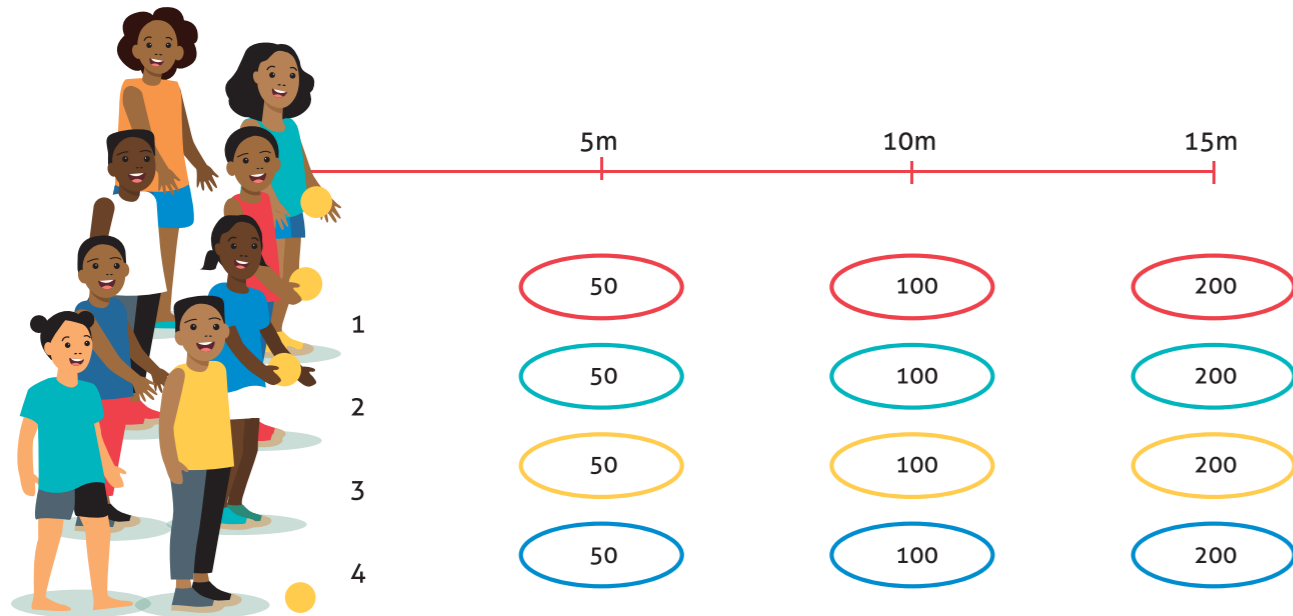
PE4LIFE TOPIC:

FINANCIAL LITERACY

MAIN PART 1

SET-UP:

Divide the class into 4 teams. Hoops are spread on the ground at different distances from the team, 5m, 10m, and 15m, e.g. green hoops 5m, value NAD 50; yellow hoops 10m, value NAD 100; red hoops, 15m away, value NAD 200. (The educator may vary the distances to increase or decrease difficulty. The educator must also change the amounts to align with the numeracy syllabus.)



ACTIVITY 1: Earning Money

1. Explain to the teams that they will now have the opportunity to "earn" money by tossing balls into the hoops.  
Place hoops at three different distances from the baseline as per the diagram above. Each hoop is assigned a value. The higher the level of difficulty, the higher the reward.
2. The objective of the game is for the team to accumulate as much money as possible.
3. Each team member lines up behind the baseline, each team is assigned a referee.
4. Each team member is allowed one toss into a hoop of his/her choice as a practice.
5. Once they have had their practice round, the teams must "budget" how much money they want to earn. This must be recorded by the "referee" (predicted income).
6. Player 1 of each team tosses the ball into a hoop of their choice, runs to retrieve the ball, then tosses the ball back to the next player in line, and runs to the opposite side of the area.
7. If the ball landed inside the hoop, the referee will hand the team member the appropriate amount of money.

PE TOPIC:

GAMES

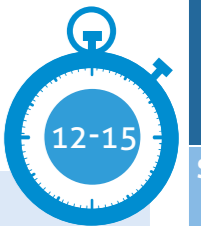
PE4LIFE TOPIC:

FINANCIAL LITERACY

8. Once all the team members have had a turn, they must count the amount of money they collected. (The referee must announce the "earnings" of each team and compare this to their "predicted earnings".)
9. They will have a 2<sup>nd</sup> opportunity to "earn" money but this time they must plan a strategy.
10. Once again, they must predict their earnings.
11. After their 2<sup>nd</sup> turn, they must count their money again.
12. Find out from the teams:
  - a. How much money did each team collect in round 1, round 2, total?
  - b. Did you improve your income in round 2 or not?
  - c. Why do you think you improved or not?
  - d. What are you as a team going to do with your money?
  - e. Did you manage to reach the target set by yourselves? Why?

(The educator must draw out lessons related to financial literacy such as planning, communication, teamwork, etc)

MAIN PART 2: SAVING



TIME: 12 to 15 minutes

EQUIPMENT:

- Printed pictures of Namibian notes (an even number of notes must be used)

SET-UP: Use the same marked out area used in the warm-up activity. Each learner gets a note.

ACTIVITIES:

1. Learners walk around the area.
2. When the educator blows the whistle, they must find a partner with the same amount of money.
3. After each round ask a different set of questions and take some feedback. Each time they must find a different partner.
  - Round 1 – What can you buy that you need with the money you received? What can you buy if you add your money to that of your partner?  
NB: Question 1 will suffice for pre-primary and Grade 1 learners. Keep the amounts small and in line with the relevant numeracy syllabus.
  - Round 2 – Discuss with your partner. Why is it important for us to save? How can we save our money?

PE TOPIC:

GAMES

PE4LIFE TOPIC:

FINANCIAL LITERACY

## CLOSING TEAM CIRCLE

1. Ask the learners to reflect on what they learnt about **money**.
2. Ask a few learners to **reflect** on their **plans**. What action will they take after this session, e.g. open a **savings** account? (The educator should record these plans, even if only a few learners commit. After a few weeks, check whether they implemented their plans and ask them to give feedback to the class.)
3. Ask the learners to reflect on how money impacts on their daily lives.
4. Reflect on the key messages briefly without becoming too technical and boring the learners with information.
5. Ask the learners to give you feedback on the session. What did they enjoy, what did they find difficult?
6. Close the session, make any announcements, confirm the time of the next session, etc.



## SESSION 20 – MOVEMENT, FOOTBALL AND HIV/AIDS



PE THEME:

CROSS-CURRICULAR OUTCOMES

PE TOPIC:

MOVEMENT SKILLS AND FOOTBALL

PE4LIFE TOPIC:

HIV/AIDS

## PHYSICAL EDUCATION OBJECTIVES

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

1. experience different body movements, e.g. running, balanced standing, flapping your arms, etc.

## PE4LIFE OBJECTIVES

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

1. explain what HIV/AIDS is.
2. explain some of the facts relating to how people get HIV/AIDS.
3. explain how to prevent getting HIV/AIDS.

## KEY MESSAGES ON HIV/AIDS

At this age, the topic of HIV/AIDS should be dealt with sensitively, but it remains a very important topic for children. HIV/AIDS has been identified as a “**cross-curricular issue**” in the junior primary physical education syllabus. The syllabus reads as follows.

“Some learners might be (knowingly or unknowingly) HIV-positive, and it is essential both for safety reasons and in order to avoid stigmatisation that the class is made aware that nearly all forms of physical contact with HIV-infected persons are safe, and learn what is risky contact in the case of cuts and sores.”

The syllabus further specifies that the main focus would be in Grade 1 and should cover the following:

“Caring for oneself and others: discuss how and where to get help tending to serious wounds (resulting from play).”

The key messages that learners in the junior primary phase should be aware of are the following:

- (i) What is HIV?**  
HIV (human immunodeficiency virus) is a virus that attacks the body. The body becomes weaker.
- (ii) What is AIDS?**  
AIDS (acquired immune deficiency syndrome) is the illness that happens after someone has had HIV for many years. If somebody has AIDS, they can get serious infections and they can become very sick.  
(Note to the educator: The terms HIV and AIDS are quite well known; at this age, it is not necessary for learners to know exactly what the acronyms stands for.)
- (iii) How Do People get HIV?**  
HIV spreads when infected blood or body fluids enter the body.
- (iv) HIV is NOT spread through:**
  - pee, poop, spit, throw-up, or sweat (as long as no blood is present).
  - coughing or sneezing.
  - holding hands.
  - sharing eating utensils or drinking glasses.

The topic will be dealt with in more detail in higher grades. This should suffice for the junior primary phase.



PE TOPIC:

MOVEMENT SKILLS AND FOOTBALL

PE4LIFE TOPIC:

HIV/AIDS



## TIPS: HOW TO INTEGRATE

The sessions below are a few of many examples as to how HIV/AIDS can be integrated into PE4Life sessions. The key point is to link messaging to games and fun activities and not have serious discussions with the learners at this age. It is possible that learners may share information during the opening session about a family member living with AIDS or passing on. It would be best to arrange individual counselling sessions should this occur.


**OPENING TEAM CIRCLE**

1. Form a circle with the learners. (You are part of the circle, NOT in the middle.)
2. Welcome the learners and create a friendly, safe environment.
3. Facilitate a brief CONNECTED CONVERSATION with and amongst the learners.
4. Introduce the objectives for the session through leading questions such as:
  - a. Who has heard the words HIV/AIDS?
  - b. What does it mean?
  - c. Does anybody know a person who has HIV/AIDS?
  - d. Is it OK to have a person with HIV/AIDS in our class?
  - e. Can we play sport with such a person?


**WARM UP**
**TIME:** 8 to 10 minutes
**EQUIPMENT:**

- Cones, red ribbon, or tape, 3 green hoops

**SET-UP:**

- (i) Mark out an area in the shape of a football pitch with cones, 15 x 20 metres.
- (ii) Place 3 hoops in the area with the following written on cardboard inside each hoop:
  - a. clinic
  - b. safety gloves
  - c. knowledge



PE TOPIC:

MOVEMENT SKILLS AND FOOTBALL

PE4LIFE TOPIC:

HIV/AIDS


**WARM UP**
**ACTIVITY:**

- (i) The educator assigns one of the learners as the tagger.
- (ii) When the educator blows the whistle, the tagger (representing an HI virus) starts chasing the rest of the learners (healthy cells).
- (iii) Once a tagger touches a person (healthy cell), they must join hands and try to catch (infect) another person (cell). Once there are 4 learners joined, they must break into 2 groups of 2 and carry on chasing other healthy cells.
- (iv) Cells can stop in a "safe house": one of the 3 hoops on the ground. While in the hoop they must be doing movements (e.g. balance stand on one leg, run on the spot, flap your arms). When they in the hoop they cannot be touched. Message – movement keeps your body healthy and helps to protect you).
- (v) When another learner jumps onto the hop, then you must leave.
- (vi) Play for about 3 to 5 minutes and see how many healthy cells are still remaining.



PE TOPIC: MOVEMENT SKILLS AND FOOTBALL  
 PE4LIFE TOPIC: HIV/AIDS

MAIN PART 1



TIME: 12 to 15 minutes

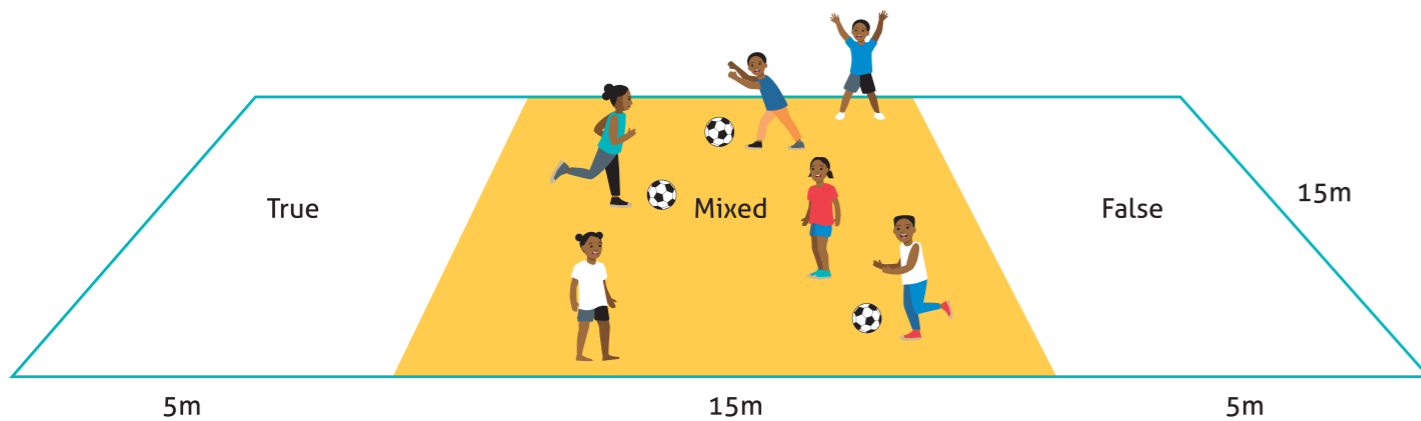
EQUIPMENT:

- Cones, min. 5 footballs



SET-UP:

- Use the same marked out area as for the warm-up.
- The area in the middle is known as the "mixed zone". One side of the area is the "true area", the other the "false area" as per the sketch below.



PE TOPIC: MOVEMENT SKILLS AND FOOTBALL  
 PE4LIFE TOPIC: HIV/AIDS

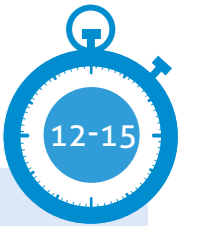
ACTIVITY:

- Players dribble balls in the "mixed zone". They must pass the ball to each other; males must pass to females and vice versa.
- The educator, standing outside the area, monitors that they are passing to different genders and gives advice on how they should pass the ball. (This is not a competition so they must pass gently to each other while constantly moving.)
- When the coach blows the whistle, everybody must stop like a statue.
- The educator reads a statement. Each learner must decide whether that statement is TRUE or FALSE.
- Give them a few seconds to decide, then blow the whistle. They must run to the appropriate side of the area, leaving the balls behind. Encourage the learners to think and make their own decisions and not just follow their friends.
- After the learners reach the respective areas, repeat the question, and now give the answer and a short explanation.
- The learners who got the answer wrong must dance for a few seconds or do any other movement of their choice.

Statements (You may adapt the statements as you deem fit)

- HIV and AIDS are the same thing. (False)
- HIV is a virus. (True)
- You can get HIV if you hold somebody's hand. (False)
- HIV can be passed from a mother to a child when the mommy is pregnant. (True)
- You cannot spread HIV through coughing or sneezing. (True)
- You can get HIV/AIDS if you share somebody's water bottle. (False)
- Coughing a lot is a symptom of HIV. (False)
- Headaches are a symptom of HIV. (True)

MAIN PART 2



TIME: 12 to 15 minutes

EQUIPMENT:

- Balls and cones



SET-UP: Use the same marked out area.

ACTIVITIES:

- 2 or 3 learners are the catchers, they represent the virus.
- The rest of the class represents your family, your friends, your teammates.
- The family and friends' team has about 3 balls among them. These balls protect them from the virus. Whoever holds a ball cannot be caught.
- Once a catcher touches a player without a ball, he/she is out of the game.
- The game ends when there are only 3 learners left with balls.

PE TOPIC: MOVEMENT SKILLS AND FOOTBALL

PE4LIFE TOPIC: HIV/AIDS

### COOL DOWN

This is quite a strenuous session so choose a suitable cool-down session consisting of easy stretches and slow walking.

### CLOSING TEAM CIRCLE

1. Review the session outcomes. Ask the learners to tell you what they learnt about **movement**.
2. Ask the learners to share what they learnt about **HIV/AIDS**.
3. Ask the learners to **reflect** on how HIV/AIDS can impact on their daily lives, let them share any experiences.
4. Ask the learners to give you feedback on the session. What did they enjoy, what did they find difficult?
5. Close the session, make any announcements, confirm the time of the next session, etc.

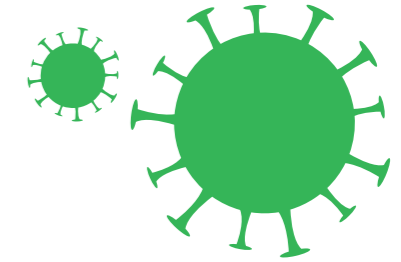


## SESSION 21 – LOCOMOTOR MOVEMENT AND COVID-19

PE THEME: CROSS-CURRICULAR LEARNING

PE TOPIC: LOCOMOTOR MOVEMENT

PE4LIFE TOPIC: COVID-19



### PHYSICAL EDUCATION OBJECTIVES

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

1. move from one place to another using a variety of ways.

### PE 4 LIFE OBJECTIVES

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

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

### KEY MESSAGES ON COVID-19

"Physical education contributes to the learner's self-image, awareness of the body, health and well-being." (MoEAC, PE syllabus, junior primary phase)

#### What is the coronavirus?

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

#### What is Covid-19?

This is the disease caused by a new coronavirus which was first detected in 2019 in Wuhan, China.

In the same way that HIV (human immunodeficiency virus) is a virus and AIDS (Acquired Immunodeficiency syndrome) is the disease.

Summary of the basic information on the coronavirus: It is a virus.

- (i) You cannot see it with your bare eyes.
- (ii) The virus is dangerous and can make people ill.
- (iii) The virus enters the body through the mouth, eyes and nose.
- (iv) If an infected person coughs, sneezes or shakes hands, the virus can be transmitted.
- (v) A person can have the virus in their bodies without showing symptoms.
- (vi) The symptoms include a high temperature and coughing.



PE TOPIC: LOCOMOTOR MOVEMENT

PE4LIFE TOPIC: COVID-19

Some myths (therefore FALSE):

- (i) Children cannot get Covid-19.
- (ii) Mainly big cities in Namibia are vulnerable, but the rural areas are safe.
- (iii) Namibia is too warm for the virus to spread.
- (iv) Calling it the Chinese coronavirus is accurate. This should be avoided as it could lead to negative attitudes towards Chinese people in Namibia.
- (v) If you are infected with the coronavirus, you will definitely die.  
Although it may be sensitive to talk to young children at this age about death, it is, of course, a reality that many would have experienced in their family environment. Deal with it sensitively, but the discussion cannot be avoided.
- (vi) Taking a hot bath or shower helps to protect you from the virus.

There are, of course, many other myths, and “fake news” emerges every day, but for the purposes of the pre-school and junior primary phase, these should suffice.

There is no doubt that the effects of this pandemic will last for many years. Even after a vaccine is found and the spread of the disease is under control, it will impact on every aspect of daily life going forward. In the same way that HIV/AIDS has been integrated into educational curricula, there will also be a need to educate children about this virus. For the purposes of this manual, the emphasis will be on **basic personal hygiene** formation to **prevent the spread of Covid-19**. This information may change over time but at the time of finalising this guide, the key messages are as follows.

- (i) Wash your hands regularly and properly with soap and water or clean them with an alcohol-based hand rub, especially when you come indoors from the outside or when you come into contact with other people.
- (ii) Maintain at least 1.5 metre distance between you and other people.
- (iii) Do not kiss, hug or shake hands; instead, smile and say “Hi”.
- (iv) Avoid touching your face.
- (v) Cover your mouth and nose when coughing or sneezing.
- (vi) Sneeze or cough into your elbow.
- (vii) Stay home if you feel unwell.
- (viii) Practice social distancing by avoiding unnecessary travel and staying away from large groups of people, i.e. no sports matches, birthday parties, etc. See this useful clip.<sup>6</sup>

**TIPS: HOW TO INTEGRATE**

1. Develop exercises that emphasise social distance and ensure no physical contact throughout the lesson.
2. Constantly reinforce the key messages throughout the lesson.
3. New ways of greeting, washing your hands, sneezing into your elbow, etc. can form the basis for “imitative activities during the lesson”.

<sup>6</sup><https://www.welthungerhilfe.org/coronavirus-comic/>

PE TOPIC: LOCOMOTOR MOVEMENT

PE4LIFE TOPIC: COVID-19

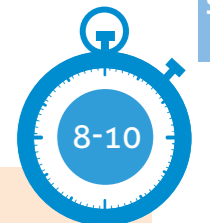
**OPENING TEAM CIRCLE**

1. Form a circle with the learners. Maintain social distancing guidelines, let them stretch their arms and stand at arm’s length from each other.
2. Welcome the learners and create a friendly, safe environment.
3. Facilitate a **CONNECTED CONVERSATION** with and amongst the learners about Covid-19 and introduce the objectives for the session through leading questions such as:
  - a. Who can tell us how to stop the spread of the coronavirus?
  - b. What did you do during the lockdown period?
  - c. Did any of you exercise at home?
4. Who has heard about the coronavirus? (At this level we do not want to confuse the learners with terminology and understanding the difference between Coronavirus and Covid-19).

Under normal circumstances, we would advise the Opening Circle to be brief and not detract from the rest of the session. The educator should be more flexible and rather err on the side of allowing the learners to talk about their concerns, fears, and personal experiences. It could be that they know somebody that has tested positive or who has passed away.

**WARM UP****TIME:** 8 to 10 minutes**EQUIPMENT:** None**SET-UP:**

Learners form circles with a maximum of 10 learners per circle. The distance between the learners in the circle must adhere to social distancing guidelines.



PE TOPIC: LOCOMOTOR MOVEMENT

PE4LIFE TOPIC: COVID-19

## WARM UP

## ACTIVITY:

- (i) Explain to all the learners that we are going to do an activity where we are going to greet each other without touching each other. Brainstorm some ideas.
- (ii) Now do the activity "There's a Fire on the Mountain." Do different group sizes and then finally groups of 10.<sup>7</sup>
- (iii) Appoint 1 learner per group. All learners walk slowly around the edge of the circle imitating a fairy.
- (iv) One learner called out by the educator goes to the middle of the circle and calls a learner of their choice to join them in the middle.
- (v) When the learners are in the middle, everybody stops walking.
- (vi) When they get together in the middle, they must greet each other verbally, say something nice about that person, e.g. the person in the middle calls, "Hello Bartholomew." Bartholomew joins and replies, "Hello Beth, I really like your smile today." Beth replies, "Thank you, Bartholomew, and I like your PE shirt."
- (vii) At the same time, they have to greet each other without shaking hands or touching their heads. Let them come up with their own ways, e.g. touching feet, elbows, bow, curtsy, high-five, etc.
- (viii) The 1<sup>st</sup> learner must take their place on the outside of the circle.
- (ix) The learners must start moving again using a different imitative activity, e.g. fly like an aeroplane, walk sideways like a crab, jump with 2 feet together like a bunny.
- (x) The new learner in the middle must now call a new learner and so the activity continues until all the learners have had a turn to be in the middle.

After the warm-up, have a brief discussion with the learners explain why they must avoid touching people's hands?

## MAIN PART 1

## "TRUTH OR NONSENSE"

TIME: 12 to 15 minutes

## EQUIPMENT:

- Prepare 3 **green** laminated A4-sized cards with the word "Truth" on them and 3 **red** cards with the word "Nonsense" on them. These could also be posters.
- Prepare a few "Do the Five" posters; this must be done by the learners.



<sup>7</sup><https://www.youtube.com/watch?v=zZ1MeU2TzEc>

PE TOPIC: LOCOMOTOR MOVEMENT

PE4LIFE TOPIC: COVID-19

DO THE FIVE  
-HELP STOP CORONAVIRUS-

- |               |                         |
|---------------|-------------------------|
| 1. HANDS      | Wash them often         |
| 2. ELBOW      | Cough into it           |
| 3. FACE       | Don't touch it          |
| 4. FEET       | Stay more than 1m apart |
| 5. FEEL SICK? | Stay home               |

## SET-UP:

Learners walk around in a big circle, maintaining social distance, as if they are at a placard demonstration. Some have posters, others have Truth or Nonsense cards or posters/placards.

## ACTIVITY:

1. Learners must chant as they are walking.  
"We like **Truth**, we don't like **nonsense**,  
"Truth is green, nonsense is red."
2. Educator blows the whistle and reads a simple statement as below.
3. If they think the statement is true, they must run to the nearest person holding a "truth" card/poster/placard and vice versa if they think it's "nonsense".
4. They can discuss the statement briefly, then get back into the circle.
5. Increase the pace slightly to a light jog. Repeat the process.
6. Change the movement slightly every time, e.g. bend your knees behind your body, lift your knees in front like a soldier, skip sideways clockwise, anti-clockwise, etc.

## STATEMENTS:

1. Children cannot get Covid-19 only elderly people. (**NONSENSE**)
2. If you stay in a small rural village, you cannot get Covid-19. (**NONSENSE**)
3. You can pass on the virus to your friend by hugging. (**TRUTH**)
4. Covid-19 is the same as the flu. (**NONSENSE**)
5. We as children can prevent the virus from spreading, not only doctors and nurses. (**TRUTH**)
6. The climate in Namibia is too warm for the virus to spread. (**NONSENSE**)
7. Taking a hot bath or shower helps to protect you from the virus. (**NONSENSE**)
8. You can get the virus by touching tables and chairs. (**TRUTH**)
9. You must wash your hands regularly. (**TRUTH**)

Mix Covid-19 statements with other humorous and fun statements, e.g. TV programmes, cartoon characters, sport, etc.

You do not have to use all the statements and you may adapt the statements using any recent developments as a guideline. By the time you do this session, rules and information in Namibia and the world may have changed and the messages may be different.



PE TOPIC:

LOCOMOTOR MOVEMENT

PE4LIFE TOPIC:

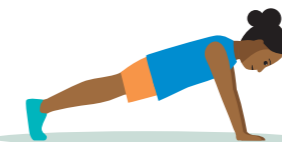
COVID-19

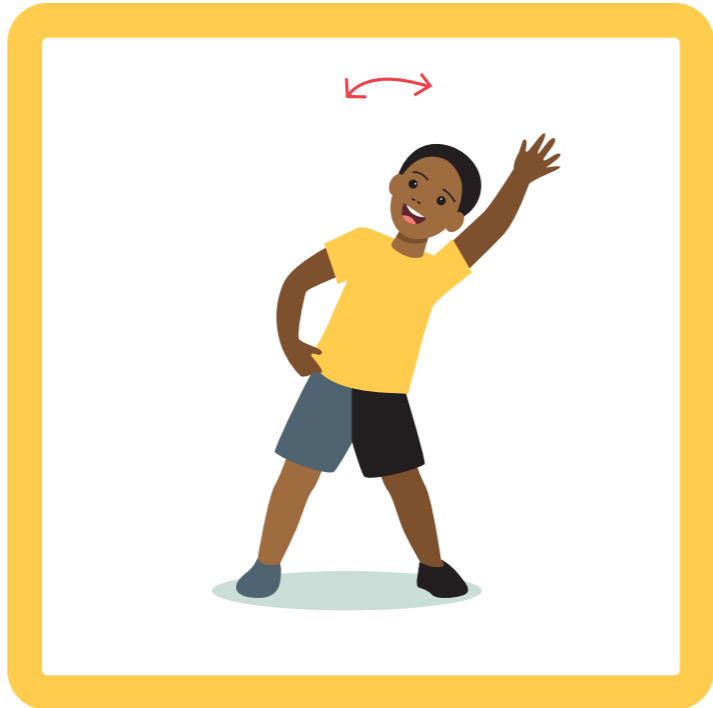
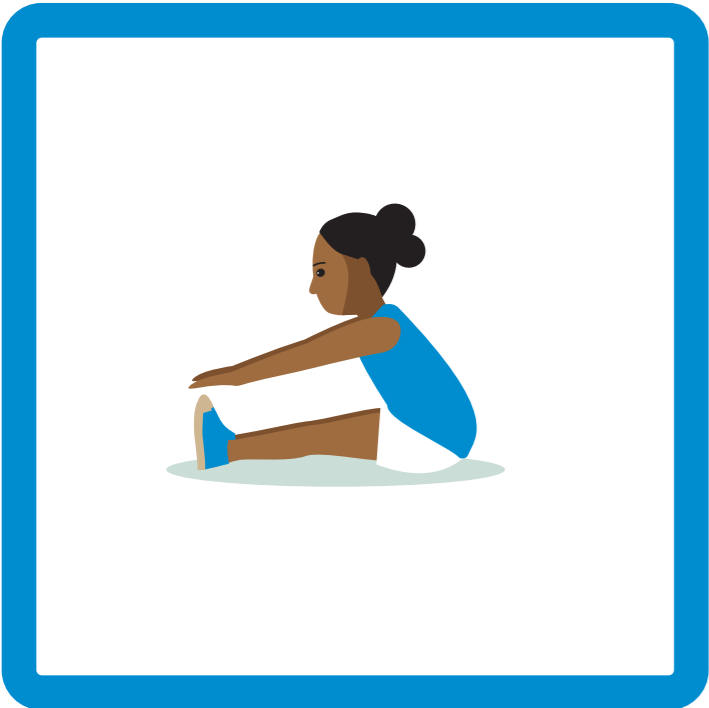
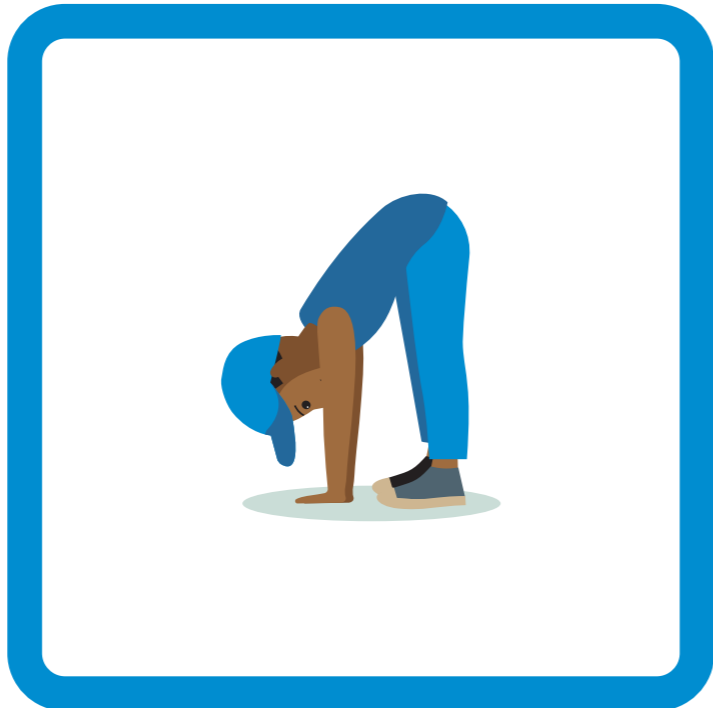
## COOL DOWN

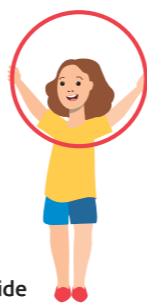
Choose an appropriate cool-down activity to integrate social distancing.

## CLOSING TEAM CIRCLE

1. Review the key messages from the session.
2. Let a few learners take turns to repeat the messages on the "Do the Five" poster. Even if they cannot read, they can repeat after you.
3. Ask the learners to give you feedback on the session. What did they enjoy, what did they find difficult?

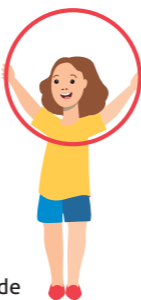






Lined writing area for page 214.

Lined writing area for page 215.





german  
cooperation

DEUTSCHE ZUSAMMENARBEIT

Implemented by

**giz** Deutsche Gesellschaft  
für Internationale  
Zusammenarbeit (GIZ) GmbH