



# PHYSICAL EDUCATION 4 LIFE

**-DRILLS ONLY-**

**A PHYSICAL  
EDUCATION  
DRILL BOOK FOR  
EDUCATORS IN NAMIBIA  
GRADE 10-11**



**ipess**

Integrated Physical Education  
and School Sports  
learn. go. grow



**UNAM**  
UNIVERSITY OF NAMIBIA



## INTRODUCTION

Welcome to the "Physical Education for Life" (PE4Life) educator's drill book for grade 10 and 11.

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. The integration of physical education and holistic developmental outcomes and sport forms the basis of "Physical Education for Life" (PE4Life). 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.

This drill book aims to provide educators and other stakeholders with the tools to develop **lifelong participation** in physical activity and sport, aligned with themes and topics from the syllabus. Please note that this drill book is the short version of the PE4Life educator's guide and mainly focuses on the practical sessions.

## THE PE4LIFE EDUCATOR

In every practical session, safeguarding the learners must be of utmost priority to the educator. 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.

## KEEPING CHILDREN SAFE IS EVERYONE'S RESPONSIBILITY

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. Facilitators should be familiar with the school's safeguarding children policy and all relevant codes of conduct. It is also recommended that all facilitators follow the **Rule of Two**, i.e. **a facilitator would never be alone and out of sight with a learner without another vetted facilitator or vetted adult (parent or volunteer) being present, and the teaching or coaching environment would be open to observation.** This may be difficult in the school context, but this may be a good way to involve volunteer parents.

The principle of "inclusion" lies at the very heart of the PE4Life approach. It is incumbent on all educators and coaches to eliminate all barriers to participation in PE and sport and to make every learner feel valued and welcome.

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.



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

Please note the following:

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

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.

In **preparing** your PE4Life session you need to ask:

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

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



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

### 1. OPENING TEAM CIRCLE

A PE4Life session starts with an **opening team circle**. The educator literally forms a circle with the learners, making sure to form part of the circle and not be in the middle. The following happens during the opening team circle:

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

**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.

**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.

Remember:

- To have **connected conversations**, not monologues or question and answer sessions.
- To introduce the **PE outcomes**.
- To introduce the **developmental outcomes** for the session.
- **Keep it brief**. Stick to the allocated time.

### 2. WARM-UP

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



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

When the warm-up activity is concluded, the educator may bring the learners together again in a team circle. The educator could reflect briefly on the warm-up activity and 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**. 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:

- (i) Increase or decrease the number of repetitions.
- (ii) Increase or decrease the distance.
- (iii) Increase or decrease the height.
- (iv) Change the rules of an activity, e.g. every player in the team must touch the ball.
- (v) Adapt the space for the activity.
- (vi) Change roles – some players become scorers and others referees.
- (vii) 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 take on 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 TEAM CIRCLE**

The sessions finish with the **closing team circle**. Again, the educator leads a **connected conversation**. This is an opportunity for the educator to review the session with the learners. The educator encourages the learners to reflect and discuss their performance during the training session. In the closing team circle, learners should preferably be sitting since they may be tired. This is also the final opportunity for the educator to make an **intentional connection** between the sport skill outcomes and the PE4Life outcomes. The educator must also emphasise how the PE4Life topics could apply in their daily lives.

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

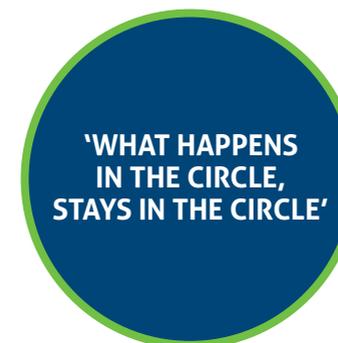
**Step 2** – The learners share their experience of the session. They reflect on what they enjoyed and what they found difficult. They share ideas and suggestions to improve the session.

**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 closing team circle can finish with a motivational chant.

The educator must emphasise:



Remember:

- ! DON'T TELL the learners, **ask** them.
- ! DON'T lecture, **involve** the learners.
- ! Use the learner-centred approach as much as possible.
- ! Keep the messaging **short** and **simple**.

**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.



**SAMPLE PRACTICAL SESSIONS**

1. These **sample** sessions align with the senior primary phase syllabus for physical education but are **not intended** as a textbook to cover the **entire** senior secondary **syllabus** of grade 10 and 11.
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. Be innovative and creative.

**EQUIPMENT**

1. **We have tried to keep the equipment as simple as possible. The educator must improvise and adapt to their local conditions.**
2. **Some items of equipment can be made by the learners during arts and crafts periods or parents and grandparents in the community can be approached to assist. Self-made equipment can include:**
  - balls
  - ropes
  - bean bags
  - benches
  - simple mats
  - sandbags/cones and markers

Most of these can be made with waste materials and naturals such as plastic bags, off-cut material, plastic cooldrink bottles, wood, etc.
3. **Many of the sessions rely on music. Teenagers love music. So, there may need to be fundraising and planning for a decent music system. Otherwise singing together could be an option too.**
4. **Similarly, many activities require coloured hoops. These are relatively inexpensive and should be part of the budget for PE (equipment).**



**SESSION 1**

**PHYSICAL & HEALTH-RELATED FITNESS**

**PE TOPIC MUSCULAR STRENGTH AND ENDURANCE**

**PERSONAL DEVELOPMENT/LIFE SKILL TOPIC: PLANNING AND PREPARATION**

**PE OBJECTIVES**

**Physical Education**

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

**Personal Development/ Life Skills Objectives**

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

**Total Time for Session** 45 minutes

**KEY MESSAGES ON MUSCULAR STRENGTH AND ENDURANCE**

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



**Key Messages/Discussion points on Planning and Preparation**

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



PHYSICAL & HEALTH-RELATED FITNESS

PE TOPIC MUSCULAR STRENGTH AND ENDURANCE

PERSONAL DEVELOPMENT/LIFE SKILL TOPIC: PLANNING & PREPARATION



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

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

OPENING TEAM CIRCLE



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

PHYSICAL & HEALTH-RELATED FITNESS

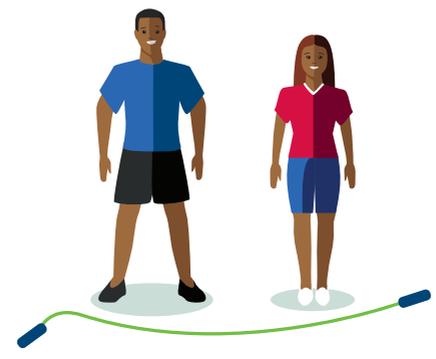
WARM-UP MUSCULAR STRENGTH AND ENDURANCE



Skipping Ropes  **EQUIPMENT**

**SET UP**

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



**ACTIVITY 1**

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



PHYSICAL & HEALTH-RELATED FITNESS

WARM-UP MUSCULAR STRENGTH AND ENDURANCE

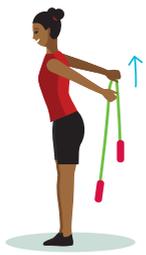
• Mobility Stretches with Ropes (as below) ACTIVITY 2



Arms and sides



Back



Shoulders (back)



Shoulders (front)



Legs



Calves

PHYSICAL & HEALTH-RELATED FITNESS

APPLICATION 1 MUSCULAR STRENGTH AND ENDURANCE



MUSCULAR STRENGTH ACTIVITIES WITH A PARTNER

Balls (2 people / 1 ball)  EQUIPMENT

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

- ACTIVITIES**
- Repeat each activity for about 30 seconds (20 repetitions)
- UPPER BODY STRENGTH with a partner in push up position:**
- Lift your one hand up and wave at each other with your partner, then do the same with your other hand.
  - Repeat several times
  - Step with your hands 2 x left-2x right (synchronized, like a dance)
  - Try to step on each other's hand in push up hold (tap hands)

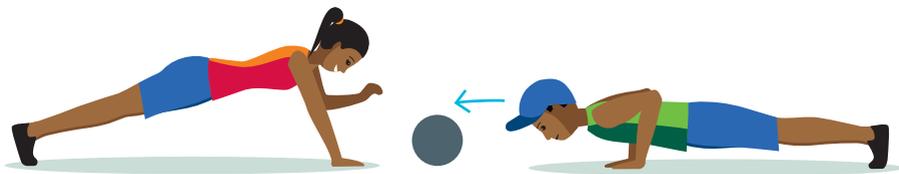


PHYSICAL & HEALTH-RELATED FITNESS

APPLICATION 1 MUSCULAR STRENGTH AND ENDURANCE

MUSCULAR STRENGTH ACTIVITIES WITH A PARTNER

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



PHYSICAL & HEALTH-RELATED FITNESS

APPLICATION 1 MUSCULAR STRENGTH AND ENDURANCE

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

SET UP

Sitting with feet away from the floor, arms sideways

ACTIVITIES

- Hold position for 10 sec. with arms sideways. Wave at each other. Repeat 5x
- Hold position for 10 sec. with knees bent, your feet touching each other. Repeat 5x
- Move your legs like scissors and clap your hands under your knees.
- Repeat 10x
- Knees bent, feet on the ground. Clamp feet together to give each other support. Lie down on the floor with a ball in your hands. Sit up and pass the ball to your partner, who does the same.

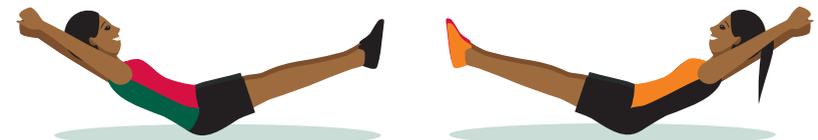


SET UP

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

ACTIVITIES

- "Dish hold": shoulders and feet off the ground with arms next to the body (easier). Rock forwards, touch feet to feet, then roll backwards 20 x
- "Dish hold" with arms above your head. (more advanced)
- Counting out loud together from 10 to 0
- Lie on the floor head to head, hold hands above your head. Roll sideways in "dish hold" with arms up synchronised with your partner ("pen-cake" roll). Repeat 5 x Right then 5 x Left



PHYSICAL & HEALTH-RELATED FITNESS

APPLICATION 2 - GAME ACTIVITY MUSCULAR STRENGTH AND ENDURANCE



4 chairs +1 ball per group



EQUIPMENT

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



ACTIVITIES

• Spiders

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

• Spider football

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

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

PHYSICAL & HEALTH-RELATED FITNESS

COOL DOWN MUSCULAR STRENGTH AND ENDURANCE



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

The Educator **REVIEWS**

The session outcomes:

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



SESSION 2



THEORETICAL ASPECTS

PE TOPIC SAFETY

PERSONAL DEVELOPMENT/LIFE SKILL TOPIC: MOTIVATION, FOCUS

PE OBJECTIVES

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

Personal Development Objectives

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

Total Time for Session 45 minutes

KEY MESSAGES ON MUSCULAR STRENGTH AND ENDURANCE

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



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

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

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



Key Messages - Motivation, Focus

1. The general trend internationally is that young people have become less physically active. Advancing technology such as mobile phones, tablets, the Internet etc have distracted young people. Educators have to find creative ways to increase their motivation and focus, not only to participate in physical activities regularly but also their motivation in general.
2. Many of the learners may face difficult circumstances at home but they must be encouraged to remain motivated and focused and to keep pursuing their goals in life, even in difficult situations.
3. Here are a few techniques which can be applied to improve motivation and focus of the learners:
4. "What's in it for me?" Make learners understand the value of the activity, how it will impact positively on them.
5. Give the learners a voice, value their opinion. An authoritarian approach by educators will demotivate the learners. This is a key component of the PE4Life approach.
6. Similarly, give them an opportunity to share ideas and make suggestions and implement their ideas where possible.
7. Give them tasks, both during the PE sessions and generally in class, that are both challenging but also achievable. Don't set the learners up for failure.
8. Provide incentives. Different learners are motivated by different "incentives", but generally young people are motivated by external factors. These could include anything from certificates, awards, recognition at the school, leaving a few minutes early, being allowed to wear casual clothes to school, etc
9. Make it Fun. The educator must really focus on making PE sessions enjoyable, filled with laughter. The learners must look forward to the PE4Life sessions.



Tips to integrate Motivation and Focus into your PE4Life sessions.

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



**THEORETICAL ASPECTS**

**PE TOPIC SAFETY**

**PERSONAL DEVELOPMENT/LIFE SKILL TOPIC: MOTIVATION, FOCUS**

**OPENING TEAM CIRCLE**



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

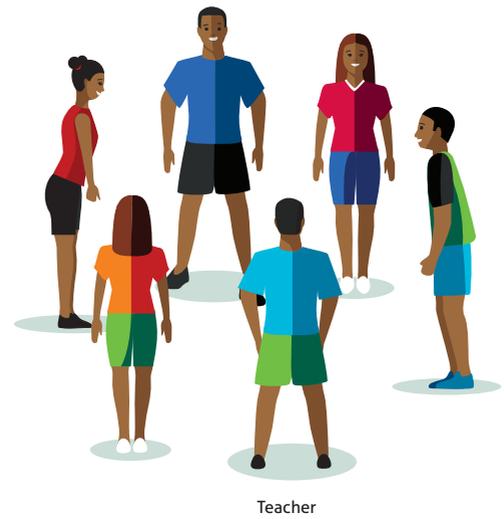
**THEORETICAL ASPECTS**

**WARM-UP SAFETY**

**PERSONAL DEVELOPMENT/LIFE SKILL TOPIC: MOTIVATION, FOCUS**



Music system Music with medium speed for jumps		<b>EQUIPMENT</b>
Arrange learners in a circle.		<b>SET UP</b>



- ACTIVITIES**
1. Educator asks one learner to jump in the air and land safely.
  2. Applaud the learner and ask the class to applaud.
  3. Ask the learners for their ideas on landing safely. You can stimulate with them with questions such as:
    - Is it better to land on two feet or one foot?
    - Should your knees be straight or slightly bent? etc
    - Using the same learner, rectify his landing technique as follows:
      - » Land on both feet;
      - » Back and Spine Straight- no arch in lower back, do not bend forward at the waist;
      - » Arms extended to the front - in line with the heart [Keep chest up on landing];
      - » Keep knees slightly bent, never land on straight legs;
      - » Don't bend into too deep a squat- bad for knees;



THEORETICAL ASPECTS

WARM-UP SAFETY

PERSONAL DEVELOPMENT/LIFE SKILL TOPIC: MOTIVATION, FOCUS



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

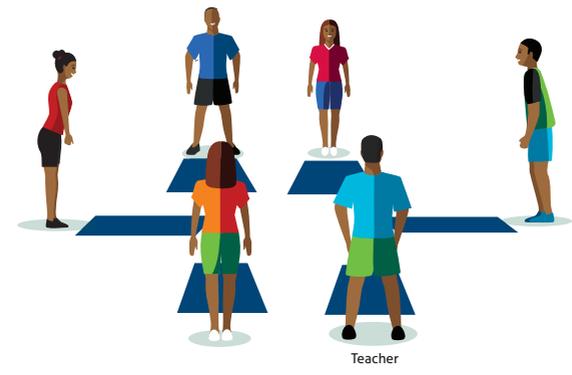
THEORETICAL ASPECTS

APPLICATION 1 - LANDING ON HANDS SAFETY



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

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



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

1. Teachers demonstrates a safe landing on hands and stomach
  2. Starting position-stand on knees with arms stretched forward.
  3. Fall forwards, reaching to the ground with hands, bending wrists, then elbows to absorb the shock.
  4. Land on stomach with head turned sideways to prevent the chin knocking the ground.
  5. Learners start on their stomach with their hands under their shoulder, knees bent, feet up. Push up to baby push-up position, then fall back onto your stomach gently with the head turning sideways.
  6. Practice this several times.
  7. Practice the same skill with a partner behind you.
  8. Partner pushes you forward gently. Repeat 5 x, then swop. See how many times can you do safe landing on hands in 15 seconds? (It is like push ups).
  9. Try falling forward from a squat position.
- EDUCATORS MUST ENCOURAGE THE LEARNERS TO GIVE FEEDBACK TO THEIR PARTNERS. HELP EACH OTHER TO IMPROVE SAFE LANDING AND TO REMAIN MOTIVATED AND FOCUSED ON LANDING SAFELY.**



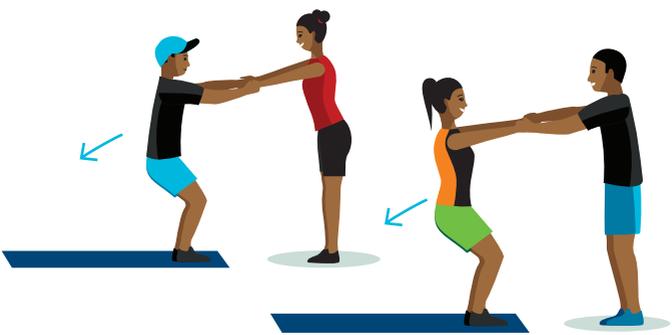
THEORETICAL ASPECTS

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



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

**SET UP**



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

THEORETICAL ASPECTS

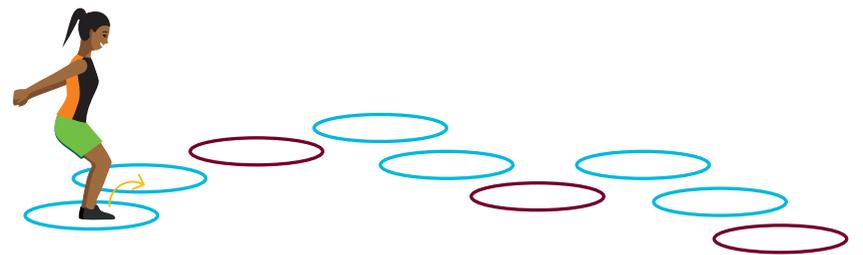
APPLICATION 3 - CIRCUIT / STATIONS SAFETY



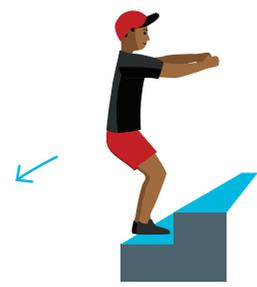
Chairs or blocks, hula hoops, steps or benches **EQUIPMENT**

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

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



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



**THEORETICAL ASPECTS**

**APPLICATION 3 - CIRCUIT / STATIONS SAFETY**

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



4. Do a safety roll backward.



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

**NOTE TO EDUCATOR:**

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

**THEORETICAL ASPECTS**

**COOL DOWN, CONCLUSION AND CLOSING TEAM CIRCLE SAFETY**



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



SESSION 3



PHYSICAL AND HEALTH RELATED FITNESS

PE TOPIC HEALTH RELATED FITNESS AND WELLBEING

PERSONAL DEVELOPMENT/LIFE SKILL TOPIC: SELF DISCIPLINE

PE OBJECTIVES

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

Personal Development / LIFE SKILLS Objectives

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

Total Time for Session 45 minutes



KEY MESSAGES / DISCUSSION POINTS

Physical Education

The benefits of physical activity include:

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

The primary components of health-related fitness are:

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

The secondary components of health-related fitness include:

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

Personal Development/Life Skills

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

OPENING TEAM CIRCLE



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



PHYSICAL AND HEALTH RELATED FITNESS

WARM-UP HEALTH RELATED FITNESS AND WELLBEING



Cones, whistle  **EQUIPMENT**

Learners pair off. Each learner has number 1 or 2. **SET UP**

**ACTIVITY**

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

PHYSICAL AND HEALTH RELATED FITNESS

APPLICATION 1 HEALTH RELATED FITNESS AND WELLBEING



Cones  **EQUIPMENT**

**SET UP**

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

**ACTIVITY**

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

NOTE TO EDUCATOR

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

PHYSICAL AND HEALTH RELATED FITNESS

APPLICATION 2: GAME HEALTH RELATED FITNESS AND WELLBEING

Cones  **EQUIPMENT**

**SET UP**

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

**ACTIVITY**

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

PHYSICAL AND HEALTH RELATED FITNESS

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



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



SESSION 4

APPLIED MOVEMENT SKILLS

PE TOPIC GAMES – PLAYFUL BALL SKILLS

PERSONAL DEVELOPMENT/LIFE SKILL TOPIC: GOAL SETTING



PE OUTCOMES

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

Personal Development / LIFE SKILLS OUTCOMES

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

Total Time for Session 45 minutes

OPENING TEAM CIRCLE



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



KEY MESSAGES

- Learners should be encouraged to envision their future.
- They must be encouraged to strive for success.
- They should be guided to realise that they are more likely to achieve success if they set realistic goals for themselves and develop an action plan to achieve their goals.
- They should distinguish between short term, medium term and long-term goals.
- Understand the importance of setting SMART goals and SMART actions.
- If you want to become fit and healthy, then you must participate in physical activity and sport.
- If you want to get a good pass mark, then you must study and do your homework and assignments.

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

Tips to integrate

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



APPLIED MOVEMENT SKILLS

WARM-UP GAMES – PLAYFUL BALL SKILLS



5 balls  EQUIPMENT

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



ACTIVITIES

- **Run – stop- stretch mobility warm up activity:** Run on the spot at a medium speed for about 15 seconds, when the educator shouts out “ Stretch”, stop and follow the activity demonstrated by the educator. Each mobility stretch activity is repeated 10 x.
- Arms circles forwards
- Arms circles backwards
- Arm swings sideways (Left and Right)
- Cross arms in front of the body and open sideways
- Side bends with one arm, one arm down
- Squat standing touch the ground then forward bend with knees straight touch the ground alternating
- Three taggers are identified with a red hat or ribbon or hula hoop in their hand. They stay on for 30 seconds and count how many people they can tag during the given time. The best is announced at the end of each period of 30 seconds. The person who was tagged must stop (stuck) with their legs wide opened (straddle stand) with arms out (arms sideways) and wait until someone picked up a ball from the ground and rolled it between their legs to set them free.
- After 30 seconds choose 3 other taggers from those who managed to get more people from getting “stuck”.
- Play several rounds and announce the ultimate winner.

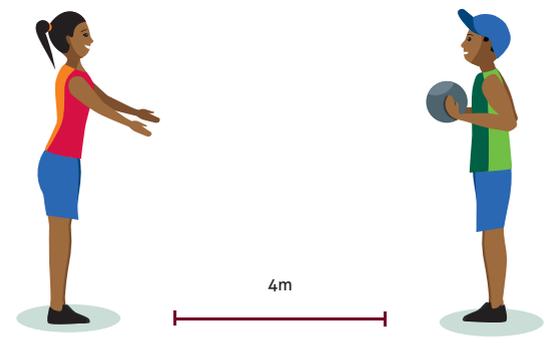
APPLIED MOVEMENT SKILLS

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



Balls – 1 ball per two learners.  EQUIPMENT

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



ACTIVITIES

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

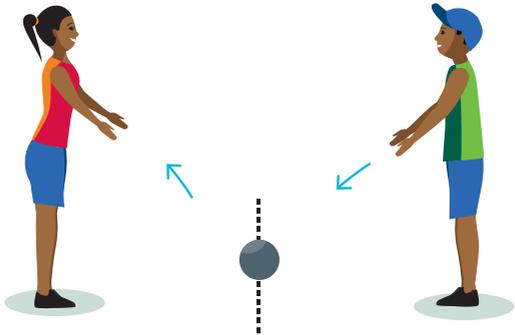


APPLIED MOVEMENT SKILLS

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

REBOUND ACTIVITIES

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



APPLIED MOVEMENT SKILLS

APPLICATION 2 - GAME ACTIVITY GAMES – PLAYFUL BALL SKILLS



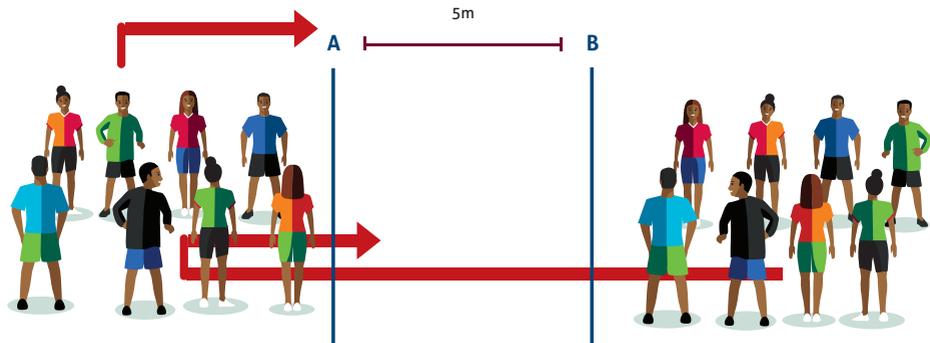
1 ball per group, lines or beacons to mark starting and finishing point.



EQUIPMENT

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

SET UP



ACTIVITIES

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



APPLIED MOVEMENT SKILLS

CONCLUSION - CLOSING TEAM CIRCLE GAMES – PLAYFUL BALL SKILLS



The Educator **REVIEWS**

The session outcomes:

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

SESSION 5

APPLIED MOVEMENT SKILLS

PE TOPIC DANCE AND EXPRESSIVE MOVEMENT

LIFE SKILL TOPIC: COMMUNICATION



PE OBJECTIVES

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

Personal Development/LIFE SKILLS – Objectives

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

Total Time for Session 45 minutes

KEY MESSAGES ON DANCE

- Dance is a way of moving that uses the body as an instrument of expression and communication.
- Through dance the learners can develop teamwork, focus, improvisational skills and communication skills.
- Through dance, the learners also learn more about themselves.
- Different cultures and nationalities have developed different dance forms. Learners can also learn more about other nations and cultures through dance.
- Dance is an affordable and accessible way to stay fit.
- Dancing can improve muscle tone, strength and endurance.
- Dancing is a good way to make new friends.
- There are many careers in dancing, either as a teacher or performer.



KEY MESSAGES/DISCUSSION POINTS ON COMMUNICATION

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



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



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

- The PE4Life educator must create as many opportunities for learners to practice various forms of communication during the session. e.g. After you have explained an activity ask one of the learners to explain the activity in their groups. Check for understanding.
- Similarly, if you demonstrate a dance movement, let one of the learners also demonstrate the movement.
- Let the learners repeat your instructions back to you to check for listening skills.
- Reflect with the learners on different forms of communication during the session.
- Reflect on any negative communication or conflict which may occur during the session.
- This may not come naturally at first but create as many opportunities as possible to hold hands, show empathy, congratulate and affirm each other.



**OPENING TEAM CIRCLE**

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

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

**APPLIED MOVEMENT SKILLS**

**WARM-UP DANCE AND EXPRESSIVE MOVEMENT**



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



**EQUIPMENT**

**SET UP**



music

**ACTIVITY**

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

**NOTE TO EDUCATOR:**

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



APPLIED MOVEMENT SKILLS

APPLICATION - CONTENT DANCE AND EXPRESSIVE MOVEMENT



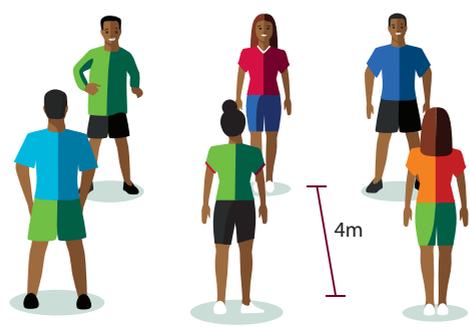
Boom box and USB / laptop with music of prescribed sequence (Shape of You - Ed Sheeran)



EQUIPMENT

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

SET UP



APPLIED MOVEMENT SKILLS

APPLICATION - CONTENT DANCE AND EXPRESSIVE MOVEMENT

- Combine block 1 and 2 and with music and repeat at least 3 x
- Teach 3rd movement block: RUNS AND SKIPS (4 x 8 beats)
- Do this 1st with no music, only count out loud
- Practice at least 3 x
- Combine block 1, 2 and 3 with music and repeat at least 3 x
- Teach 4th movement block: BENDS (4 x 8 beats)
- Do this 1st with no music, only count out loud
- Practice at least 3 x
- Combine block 1, 2, 3 and 4 with music and repeat at least 3 x
- Teach 5th movement block: JUMPS (4 x 8 beats)
- Do this 1st with no music, only count out loud
- Practice at least 3 x
- Combine block 1, 2, 3,4 and 5 with music and repeat at least 3 x
- Movement block 4: BENDS (4x8 beats) repeats again just add to the sequence and practice from the beginning a few times.

NOTE TO EDUCATOR

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

ACTIVITY

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



APPLIED MOVEMENT SKILLS

COOL DOWN DANCE AND EXPRESSIVE MOVEMENT

Do simple cool down stretches. e.g.

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

APPLIED MOVEMENT SKILLS

CONCLUSION - CLOSING TEAM CIRCLE



The Educator REVIEWS

The session outcomes:

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

APPLIED MOVEMENT SKILLS

DANCE / WARM-UP SEQUENCE

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



**APPLIED MOVEMENT SKILLS**  
**DANCE / WARM-UP SEQUENCE**

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

**APPLIED MOVEMENT SKILLS**  
**DANCE / WARM-UP SEQUENCE**

TIME	COUNT	ACTIVITY
1.30	8x8	<b>JUMPS (cardio respiratory activities)</b>
	1-8	Jump feet together x 8 with arms swinging in front of body R-L („traffic cop“)
	2-8	Jumps with arms up 1, down 2, Jumping Jack 3, arms down 4
	3-8	(1-4) Repeat (5-8)
	4-8	Stretch jump 1, Landing 2 ,x 4
	5-8	Tuck jump 1, Landing 2-4 ,x 2
	6-8	Star jump 1, Landing 2, x 4
	7-8	Jump to forward straddle L foot front, R arm front, L arm back 3-4, Repeat 5-8
8-8	Jump to Lunge, arms up 1, jump feet together, arms down 2, x 4	
2.16		<b>BENDS SIDWAYS and FORWARDS (same as at 0.56)</b>
	1-8	Feet in straddle stand Bend sideways R with L arm above the head 1-2 Bend sideways L with R arm above the head 3-4 Repeat 5-8
	2-8	Bend sideways R with arms above the head , while bending L knee 1, Return to middle with arms sideways 2 Bend sideways L with arms above the head , while bending R knee 3, Return to middle with arms sideways 4 Repeat 5-8
		<b>„OUAH-OUAH“</b>
	3-8	Bend forwards to table top with arms up 1 Bend forwards to touch the floor 2 Bend sideways R with arms above the head 3 Bend forwards to touch the floor 4 Repeat to the other side 5-8
	4-8	Bend sideways R with arms above the head 1 Bend backwards with arms up 2 Bend sideways L with arms up 3 Band forwards with hand on the floor 4 (BODY CIRCLE Right 1-4) Repeat with start on the other side (BODY CIRCLE Left 5-8)



**APPLIED MOVEMENT SKILLS**  
**DANCE / WARM-UP SEQUENCE**

TIME	COUNT	ACTIVITY
2:56	<p>„Come on baby...“ 1-8</p> <p>2-8</p>	<p><b>HAMSTRING STRETCHES</b></p> <p>Step with R leg back to L forward Lunge with hands on the floor 1-2                      Stay in Lunge , lift trunk and arms up 3-4                      Stretch both legs, bend forward with hands on the floor 5-6                      Step forward with R leg, feet together, hands staying n the floor 7-8                      Repeat the same sequence with other leg in front 1-8</p>
3:17	<p>„I am in love with the shape of you“ 1-8</p> <p>2-8</p>	<p>Bend knees , put hands on the floor 1-2, sit down 3-4                      Open legs to straddle sit, bend forward with hands on each foot , hold forward fold (pancake) 5-8                      Lean sideways R with L arm above the head, hold 1-4                      Lean sideways L with R arm above the head, hold 5-8</p>
3:37	<p>„Come on baby...“ 1-8</p> <p>2-8</p> <p>3-8</p>	<p>Lean sideways R with R hand on the floor behind ,lift the body off the floor with L arm above the head, turning head to the R, hold 1-6                      Return to straddle sit position with arms sideways, elbows bent 90 degrees and shake hands 7-8                      Repeat the same activity to the other side</p> <p>Close the legs and Rock onto back to Candle stick 1-2                      Roll forward , tuck feet under hips to squat standing 3-4                      Stand up slowly wiht the body vawing sideways like a „plant growing“ while raising your arms above your head 5-8</p>



SESSION 6

PHYSICAL AND HEALTH RELATED FITNESS

PE TOPIC SKILL RELATED FITNESS AND WELL-BEING

PERSONAL DEVELOPMENT/LIFE SKILL: LEADERSHIP



PE OUTCOMES

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

Personal Development / LIFE SKILLS Objectives

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

Total Time for Session 45 minutes

KEY MESSAGES ON SKILL RELATED FITNESS AND WELL-BEING

- **Skill related fitness** includes training to improve
  - » Speed
  - » Agility
  - » Balance
  - » Coordination
  - » Power
  - » Reaction time.

These elements are needed to improve the sporting performance of the learners.
- **Wellbeing** generally refers to the overall happiness, comfort, success and security of the learners. There are many factors which can influence the wellbeing of the learners. Some of these are external of the school environment and cannot effectively be addressed through the Physical Education or PE4Life Sessions. The PE4Life sessions should however create the opportunity for the learners to share experiences which impact on their wellbeing, whether these are positive or negative experiences. Factors outside the control of the school include:
  - » **Financial stability** – Are parents employed, is there adequate nutrition, disposable income, pocket money etc.
  - » **Infrastructure** – Space, privacy, access to computers or internet.
  - » **Time** – Does the learner have to do chores or does the learner have enough time for homework, exercise, leisure.
  - » **Safe, supportive family environment.** (Single parents educated vs non-educated parents, boundaries and rules at home, supported or bullied by siblings)
  - » **Enough Sleep**



- **Skill related fitness** includes training to improve
  - » Speed
  - » Agility
  - » Balance
  - » Coordination
  - » Power
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  - » **Safe, supportive family environment.** (Single parents educated vs non-educated parents, boundaries and rules at home, supported or bullied by siblings)
  - » **Enough Sleep**

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

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





**Key Messages on Leadership**

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



**Tips to integrate leadership into the PE4Life session**

- Find ways to find out the strengths of the learners and give them opportunities to demonstrate their strengths.
- Give them opportunities to take responsibilities and lead parts of the sessions. Below there will be ample opportunities for different learners to take the role of the teacher.
- Create opportunities for learners to lead part of the warm up or cool down sessions. (The educator can advise learners in advance that they will lead the warm up session, this will enable them to do some research and practice ahead of time.)
- Create an opportunity below for the timekeeper to deliberately give an incorrect time. Get them used to accepting the decisions of the officials, even if the officials are sometimes biased and incorrect.



**OPENING TEAM CIRCLE**

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



**PHYSICAL AND HEALTH RELATED FITNESS**

**WARM-UP SKILL RELATED FITNESS AND WELL-BEING**



Cones, hoops



**EQUIPMENT**

**SET UP**

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



**ACTIVITY**

**Mobility stretching activities:**

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

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

**NOTE TO EDUCATOR**

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



PHYSICAL AND HEALTH RELATED FITNESS

APPLICATION 1 SKILL RELATED FITNESS AND WELL-BEING



Lines, whistle  **EQUIPMENT**

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



**ACTIVITY**

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

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

PHYSICAL AND HEALTH RELATED FITNESS

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



**EQUIPMENT**

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

**SET UP**

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

**ACTIVITY**

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

PHYSICAL AND HEALTH RELATED FITNESS

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



**The Educator REVIEWS**  
The session objectives:

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



SESSION 7

PHYSICAL AND HEALTH RELATED FITNESS

PE TOPIC CARDIO RESPIRATORY ENDURANCE

PERSONAL DEVELOPMENT/LIFE SKILL: TEAM WORK



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

1. Learners must understand the importance of working as a team.
2. There are different roles in teams based on the strengths, weaknesses, skills and competencies needed to fulfil a particular task or reach a common objective.
3. Working as a team is also about building trust and positive relations in the team.
4. Conflict will inevitably arise, learning to deal with conflict and growing stronger from dealing with conflict is part of the teambuilding process.
5. Team members must be able to rely on each other for encouragement and support
6. If there is unity and a common sense of purpose in the team, it will be easier to achieve the goals set by the team.
7. In the context of the PE4Life programme the class should see themselves as a team.

PE CONTENT

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

PE OBJECTIVES

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

Personal Development/Life Skill - Specific Objectives

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

Total Time for Session 45 minutes



OPENING TEAM CIRCLE

1. The educator WELCOMES the learners and creates a friendly, safe environment.
2. The learners SHARE any important experience in their lives during the last week.
3. The educator EXPLAINS the objectives for the session.
4. The educator introduces the topic TEAMWORK through leading questions such as:
  - What is a team?
  - Are there any teams at the school?
  - Do any of you belong to a team? What is the name of your team?
  - What is your role in the team?
  - Who is the captain of your team?
  - Why do you think he/she is the captain?
  - Who is your favourite team in Namibia?
  - Is it better to work alone or in a team? Why?

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



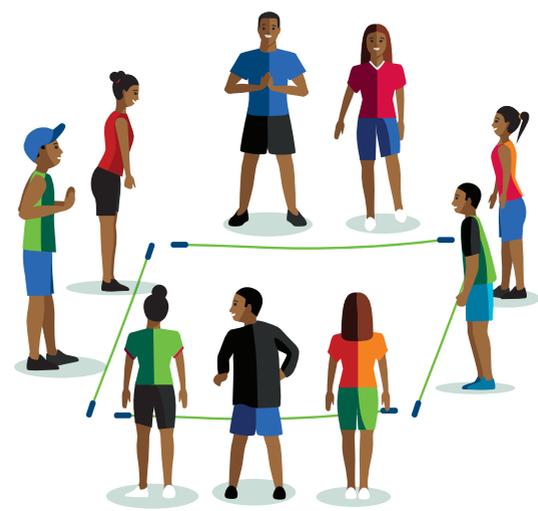
PHYSICAL AND HEALTH RELATED FITNESS

WARM-UP CARDIO RESPIRATORY ENDURANCE



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

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



**ACTIVITIES**

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

PHYSICAL AND HEALTH RELATED FITNESS

WARM-UP CARDIO RESPIRATORY ENDURANCE

will play what roles.

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

Learner 2 measures the heart rate.

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

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

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

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

**NOTE TO EDUCATOR**

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

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



PHYSICAL AND HEALTH RELATED FITNESS

APPLICATION 1 CARDIO RESPIRATORY ENDURANCE



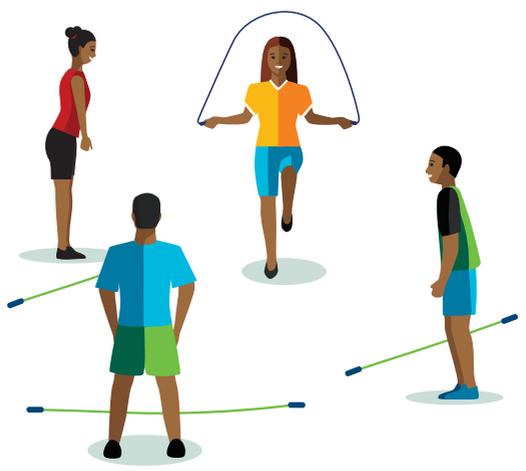
1 single rope per learner or share 1 rope between two learners and alternate.



EQUIPMENT

(As per Sketch below)

SET UP



ROPE SKIPPING ACTIVITIES

Learn basic jump with a rope. (5 minutes)

ACTIVITIES

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

PHYSICAL AND HEALTH RELATED FITNESS

CONCLUSION - CLOSING TEAM CIRCLE CARDIO RESPIRATORY ENDURANCE



Form a circle with the learners, preferably seated.

The educator REVIEWS

The session objectives:

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





## HEALTHY LIFESTYLE THEMES

### SESSION 1

#### THEORETICAL ASPECTS

#### PE TOPIC RECREATION ACTIVITIES

#### HEALTHY LIFESTYLE TOPIC: ROAD SAFETY



#### PE OBJECTIVES

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

#### Healthy Lifestyle Objectives

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

**Total Time for Session** 45 minutes



#### KEY MESSAGES/DISCUSSION POINTS

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

#### OPENING TEAM CIRCLE



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

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



**SET UP**

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

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

**APPLICATION RECREATION ACTIVITIES**  
**HEALTHY LIFESTYLE TOPIC: ROAD SAFETY**



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



**EQUIPMENT**

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

**STATION 1 - POTHOLE**

**SET UP**

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

**ACTIVITY**

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

**DISCUSSION**

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

**STATION 2 - PUSH UPS**

**ACTIVITY**

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

**DISCUSSION**

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



### STATION 3 – TRAFFIC OFFICER

#### ACTIVITY

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

#### DISCUSSION

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



### STATION 4 - SPEED KILLS

#### SET UP

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

#### DISCUSSION

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

### STATION 5 - BEWARE OF CYCLISTS

#### ACTIVITY

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

#### DISCUSSION

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

### STATION 6 – SPEED BUMPS

#### ACTIVITY

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

### STATION 7 - BEWARE OF ANIMALS

#### SET UP

Mark out 20X1m area with cones.

#### ACTIVITY

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



#### DISCUSSION

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

### CONCLUSION - CLOSING TEAM CIRCLE RECREATION ACTIVITIES

#### HEALTHY LIFESTYLE TOPIC: ROAD SAFETY



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



SESSION 2



PE TOPIC GAMES/RECREATION ACTIVITIES

HEALTHY LIFESTYLE TOPIC: CARE FOR ENVIRONMENT

PE OBJECTIVES

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

Healthy Lifestyle Objectives

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

Total Time for Session 45 minutes



KEY MESSAGES/DISCUSSION POINTS

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

OPENING TEAM CIRCLE



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

WARM-UP GAMES/RECREATION ACTIVITIES

HEALTHY LIFESTYLE TOPIC: CARE FOR ENVIRONMENT



EQUIPMENT

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

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



SET UP

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



**WARM-UP GAMES/RECREATION ACTIVITIES**

**HEALTHY LIFESTYLE TOPIC: CARE FOR ENVIRONMENT**

**ACTIVITY**

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



Swing arms up and down  
Hold newspaper roll



Upside down  
Shoulder stretch



Table top position  
Twist trunk left-right  
Hold paper roll



Pike sit  
Place newspaper  
Behind ball of feet



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



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

**APPLICATION 1 GAMES/RECREATION ACTIVITIES**

**HEALTHY LIFESTYLE TOPIC: CARE FOR ENVIRONMENT**



Waste materials and stop watch.



**EQUIPMENT**

**SET UP**

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



**ACTIVITY**

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



APPLICATION 2 - GAME ACTIVITY GAMES/RECREATION ACTIVITIES

HEALTHY LIFESTYLE TOPIC: CARE FOR ENVIRONMENT



EQUIPMENT

ACTIVITY: CREATIVE WORKSHOP

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

NOTE TO EDUCATOR

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

CONCLUSION GAMES/RECREATION ACTIVITIES

HEALTHY LIFESTYLE TOPIC: CARE FOR ENVIRONMENT



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

SESSION 3

GAMES

PE TOPIC HEALTHY LIFESTYLE

HEALTHY LIFESTYLE TOPIC: HIV AND AIDS



LIFE SKILLS /HEALTHY LIFESTYLE OUTCOMES

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

Total Time for Session 45 minutes

OPENING TEAM CIRCLE



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



**WARM-UP HEALTHY LIFESTYLE**

**HEALTHY LIFESTYLE TOPIC: HIV AND AIDS**



**EQUIPMENT**  
Red tape / red ribbon

**SET UP**

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

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

**ACTIVITY**

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



**APPLICATION 1 - CONTENT HEALTHY LIFESTYLE**

**HEALTHY LIFESTYLE TOPIC: HIV AND AIDS**



**EQUIPMENT**  
Balls, flip chart papers and marking pen

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

**ACTIVITY**

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

**HIV and Aids can be transmitted by**

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

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



**APPLICATION 2 - GAME ACTIVITY HEALTHY LIFESTYLE**

**HEALTHY LIFESTYLE TOPIC: HIV AND AIDS**



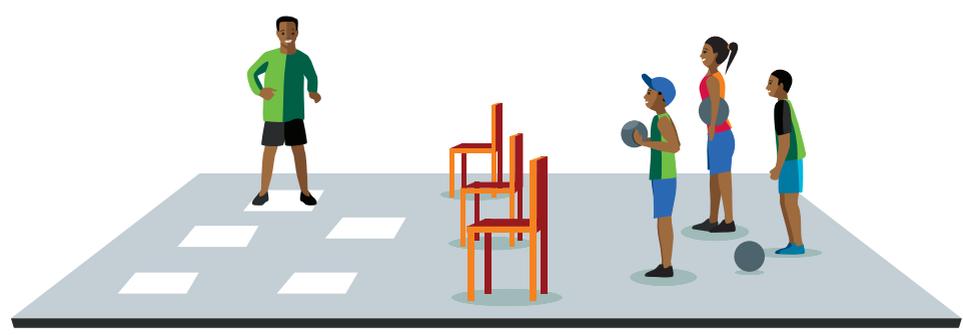
6 to 10 balls, e.g. Volleyball, football, basketball, chairs, cones



**EQUIPMENT**

**SET UP**

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



**ACTIVITY**

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

**APPLICATION 2 - GAME ACTIVITY HEALTHY LIFESTYLE**

**HEALTHY LIFESTYLE TOPIC: HIV AND AIDS**

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

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

**CONCLUSION - CLOSING TEAM CIRCLE HEALTHY LIFESTYLE**

**HEALTHY LIFESTYLE TOPIC: HIV AND AIDS**



**The Educator REVIEWS**

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



SESSION 4



APPLIED MOVEMENT SKILLS

PE TOPIC BALL GAMES

HEALTHY LIFESTYLE TOPIC: SUBSTANCE ABUSE

HEALTHY LIFESTYLE OUTCOMES

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

Total Time for Session 45 minutes



KEY MESSAGES/DISCUSSION POINTS

- The legal age to purchase and consume alcohol in Namibia is 18 years of age.
- Substance abuse can:
  - » Lead to antisocial and risky behaviour which can lead to young people not fulfilling their potential.
  - » Affect a person's mental and emotional health
  - » Affect their physical health
  - » Damage their relationships
  - » Result in them living in poverty
  - » Cause disease
  - » Put their safety at risk
  - » Lead to addiction and damage your future prospects.
- Using drugs for performance enhancing or for social use is banned in sport and regular drug testing takes place to detect their use.
- Risks of alcohol and drug abuse. Examples:
  - » Cirrhosis of the liver
  - » Foetal alcohol syndrome (Effect of alcohol on the unborn baby)
  - » Anxiety and depression
  - » Short concentration span
  - » Drastic personality changes
  - » Loss of personal integrity and self-esteem
  - » Destruction of family
  - » Loss of career



OPENING TEAM CIRCLE

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

WARM-UP BALL GAMES

HEALTHY LIFESTYLE TOPIC: SUBSTANCE ABUSE



4-5 balls / circle  EQUIPMENT

SET UP

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



Educator

ACTIVITY

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

**GAME BALL GAMES**

**HEALTHY LIFESTYLE TOPIC: SUBSTANCE ABUSE**



Hula hoops, A4 Sheets, Sticky tape, balls



**EQUIPMENT**

**SET UP**

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



**ACTIVITY - TOUCH BALL**

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

**CONCLUSION - CLOSING TEAM CIRCLE BALL GAMES**

**HEALTHY LIFESTYLE TOPIC: SUBSTANCE ABUSE**



**The Educator REVIEWS**

**The session:**

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



SESSION 5

HEALTHY LIFESTYLE TOPIC: HEALTHY RELATIONSHIPS



Total Time for Session 45 minutes



KEY MESSAGES/DISCUSSION POINTS

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

OPENING TEAM CIRCLE



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

NOTE TO EDUCATOR

- In engaging the learners on this topic, discuss briefly issues such as:
- Sibling rivalry, bullying by siblings, support from siblings
  - What makes good relationship?
  - Why you should have good relationships with your parents.
  - Why do relationships end etc.

WARM-UP /ENERGISER

HEALTHY LIFESTYLE TOPIC: HEALTHY RELATIONSHIPS



Whistle, cones.



EQUIPMENT

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

SET UP

ACTIVITY

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



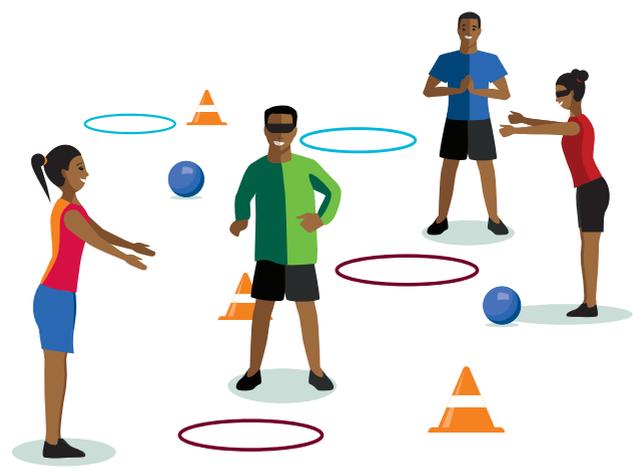
**APPLICATION**

**HEALTHY LIFESTYLE TOPIC: HEALTHY RELATIONSHIPS**



Balls, Cones, Hoops  **EQUIPMENT**

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



**ACTIVITY**

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

**CONCLUSION - CLOSING TEAM CIRCLE AND COOL DOWN**

**HEALTHY LIFESTYLE TOPIC: HEALTHY RELATIONSHIPS**



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

**NOTE TO EDUCATOR**

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



## SESSION 6

## HEALTHY LIFESTYLE TOPIC: COMMON DISEASES



## HEALTHY LIFESTYLE OBJECTIVES

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

Total Time for Session 45 minutes



## KEY MESSAGES/DISCUSSION POINTS

The most common diseases in Namibia are:

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

**Skin Cancer**

Skin cancer is the most widespread cancer in Namibia.

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

Skin cancer can be treated easier if detected early.

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

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

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

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

Ensure intake of vitamin D through a healthy diet.

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

**Tuberculosis (TB)**

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

TB is spread from person to person through the air.

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

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

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

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

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

**Diabetes**

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

Prevention measures include:

Knowing your blood sugar level and have it checked regularly.

Regular physical activity.

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

**Obesity**

Obesity is a growing problem in Namibia.

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

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

Learners must be encouraged to eat less.

Regular participation in sport and physical activity can combat obesity.

## OPENING TEAM CIRCLE



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



**WARM-UP**

**HEALTHY LIFESTYLE TOPIC: COMMON DISEASES**



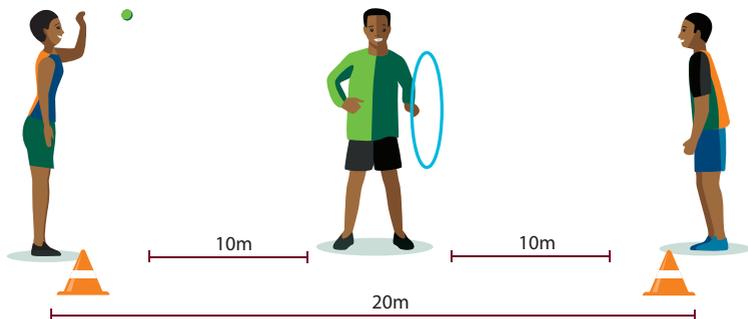
**EQUIPMENT**

Cones, Tennis Balls, Hoops



**SET UP**

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



**ACTIVITY**

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

**APPLICATION**

**HEALTHY LIFESTYLE TOPIC: COMMON DISEASES**



**SET UP**

Same area as per the warm up activity.

**ACTIVITY**

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

**NOTE TO EDUCATOR**

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

**CONCLUSION - CLOSING TEAM CIRCLE**

**HEALTHY LIFESTYLE TOPIC: COMMON DISEASES**



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



SESSION 7

HEALTHY LIFESTYLE TOPIC: PUBERTY



HEALTHY LIFESTYLE OBJECTIVES

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

Key messages/discussion points

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

Total Time for Session 45 minutes

NOTE TO EDUCATOR

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

OPENING TEAM CIRCLE



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

WARM-UP

HEALTHY LIFESTYLE TOPIC: PUBERTY



Puberty statements

EQUIPMENT

SET UP

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

ACTIVITY

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

PUBERTY STATEMENTS

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



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

**APPLICATION - BODY MAPPING**

**HEALTHY LIFESTYLE TOPIC: PUBERTY**



Flipchart paper, masking tape, markers.

**EQUIPMENT**

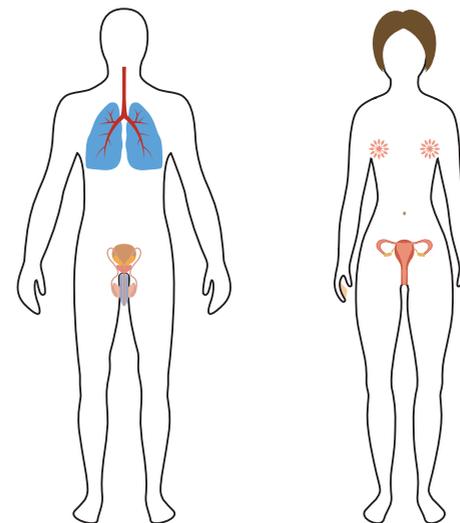
**SET UP**

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

**ACTIVITY**

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

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



**NOTE TO EDUCATOR**

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

**CONCLUSION - CLOSING TEAM CIRCLE AND COOL DOWN**

**HEALTHY LIFESTYLE TOPIC: PUBERTY**



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



SESSION 8

HEALTHY LIFESTYLE TOPIC: GENDER AND SEX



HEALTHY LIFESTYLE OBJECTIVES

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

Total Time for Session 45 minutes



KEY MESSAGES/DISCUSSION POINTS

SEX ≠ GENDER

**Sex** Male / Female

**Gender** Masculine / Feminine

**Biology:**

chromosomes, hormonal profiles, internal and external sex organs

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

**Culture:**

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

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

OPENING TEAM CIRCLE



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

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

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

WARM-UP

HEALTHY LIFESTYLE TOPIC: GENDER AND SEX



Hula Hoops, Skipping ropes.



EQUIPMENT

SET UP

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

ACTIVITY

Do the following exercises separately as males and females.

- Learners must do the hula hoop for one minute.



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



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



**APPLICATION**

**HEALTHY LIFESTYLE TOPIC: GENDER AND SEX**



**EQUIPMENT**

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

**SET UP**

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

**ACTIVITY**

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

**SEX AND GENDER STATEMENTS**

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

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

**CONCLUSION - CLOSING TEAM CIRCLE AND COOL DOWN**

**HEALTHY LIFESTYLE TOPIC: GENDER AND SEX**



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



SESSION 9

PE TOPIC SPORTS MANAGEMENT AND PLANNING

HEALTHY LIFESTYLE TOPIC: FINANCIAL LITERACY



HEALTHY LIFESTYLE OBJECTIVES

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

Total Time for Session 45 minutes



KEY MESSAGES/DISCUSSION POINTS

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

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

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

OPENING TEAM CIRCLE



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

WARM-UP

HEALTHY LIFESTYLE TOPIC: FINANCIAL LITERACY



EQUIPMENT

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



**SET UP**

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

**ACTIVITY**

- The educator blows the whistle and learners walk at a normal pace around the area.
- The educator blows the whistle, calls out an amount of money, learners move inside the marked off area and try to make up that amount of money or get as close as they can.
- Step outside the area, start walking again, this time pick up the pace slightly.
- Repeat a few times.

**NOTE TO EDUCATOR**

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

**APPLICATION**

**HEALTHY LIFESTYLE TOPIC: FINANCIAL LITERACY**



**EQUIPMENT**

Flipchart Paper, Markers

**SET UP**

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

**ACTIVITY**

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

**APPLICATION**

**HEALTHY LIFESTYLE TOPIC: FINANCIAL LITERACY**

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

**CONCLUSION - CLOSING TEAM CIRCLE AND COOL DOWN**

**HEALTHY LIFESTYLE TOPIC: FINANCIAL LITERACY**



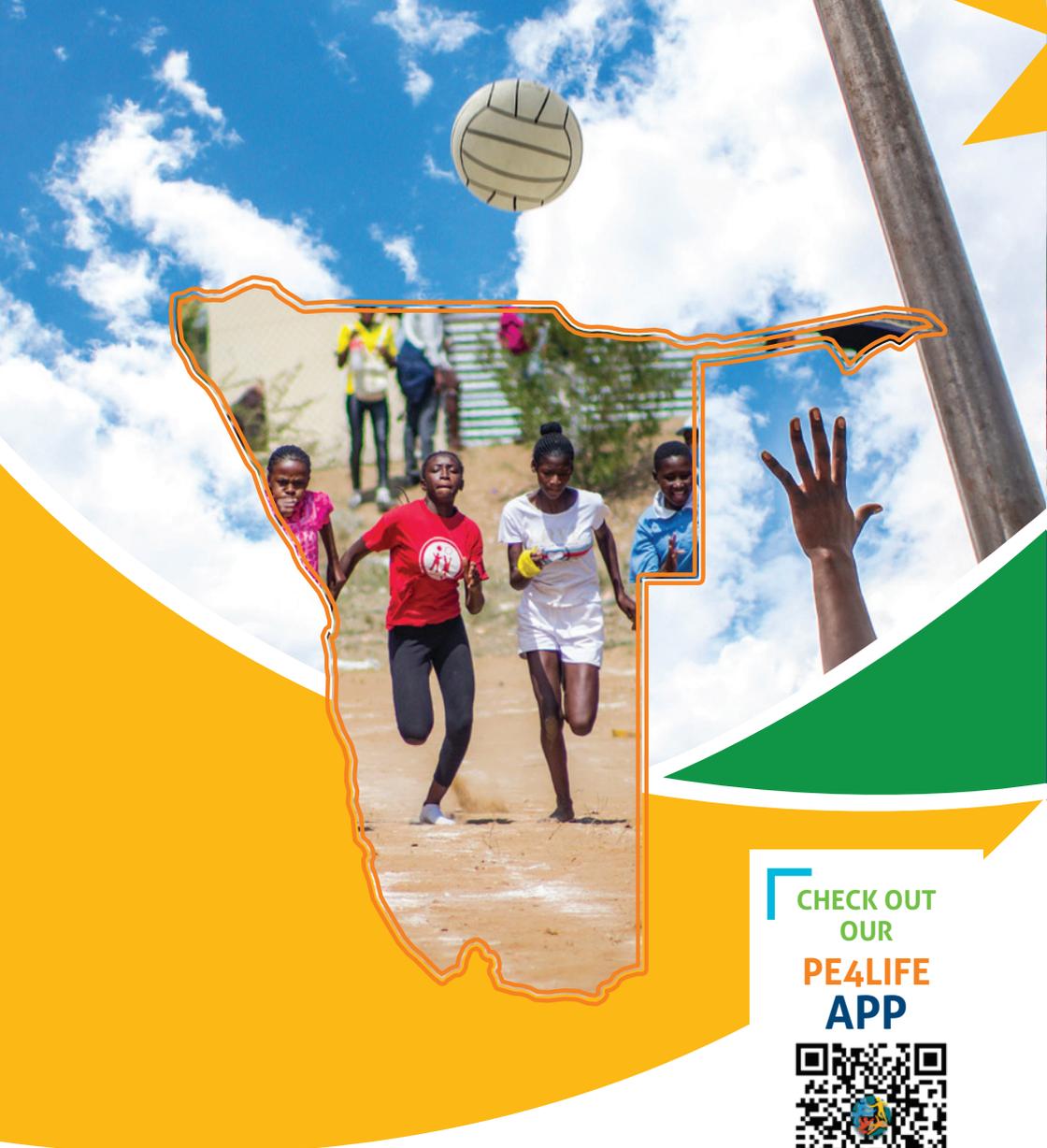
- Ask the learners to reflect on the objectives. Ask learners to respond to questions such as:
  - Why is money important in your life?
  - How can you try to avoid poverty?
  - Can learners start a club at the school?
- Encourage the learner to try to start a club at the school.

**NOTE TO EDUCATOR**

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







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