



# RedCap YoungHeroes

LIFE ORIENTATION  
PHYSICAL EDUCATION  
GRADE 5



**basic education**

---

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

**SPORT  TEC**

International Sports Development Agency

## YOUNG HEROES LESSON PLANS

The Young Heroes project, initiated by RedCap Foundation in association with Sportstec in 2004 is aimed at developing a passion for regular exercise among children. The project creates opportunities for learners in schools to participate in physical activity.

Studies around the globe reveal an increase in sedentary behaviour and a general decline in physical activity among children and youth. South Africa in particular has an epidemic of health problems and sedentary behaviors among young people.

**17.2% of South African school pupils are overweight with a further 4% who are obese** - National Youth Behavior Risk Survey – conducted jointly by the Dept of Health and Medical Research Council.

**Less than one-third of black South African children are offered physical education at school** - a study by the University of Witwatersrand.

**Over 40% of South African Youth are not taking part in physical exercise, suggesting that a generation of South Africans who have an aversion to exercise and are predisposed to health problems is eminent** - a study by the University of Cape Town

The emphasis on physical activity as part of the school curriculum is seen as a vital component to combating the impending health epidemic caused by a sedentary lifestyle.

To address this, Sportstec and the RedCap Foundation engaged with the Department of Basic Education in order to assist schools with the implementation of physical activity in schools. Lesson plans were developed to fit into the Physical Education topic of Life Orientation.

Through this initiative, learners are also able to identify and develop their sporting talents at an early age; their concentration in the classroom, self esteem and social skills are improved. Their positive sporting experiences at an early age will encourage a more active lifestyle in their later years.

RedCap Foundation – Inspiring **Tomorrow's** Heroes

The Foundation's vision is of a South Africa where young people create social change by being inspired healthy and engaged citizens. We educate and empower our future generation to take responsibility for building a positive society. We strive to design sustainable intervention models focused on national priorities.

The Foundation inspires and equips young people with skills that bring sustainable transformation in their lives, families and communities. A healthy, inspired generation will live a purposeful life and make a positive contribution in our society.

Sportstec

Sportstec, since its inception, has been involved in implementing and promoting physical activity. As such, we have also supported and been involved in the Charter of Physical Activity and Sport for Children and Youth in South Africa. In addition, Sportstec has participated in Vuka South Africa – Move for Your Health Campaign, and are members of the African Physical Activity Network and the Agita Mundo Worldwide network.

Our work in promoting physical activity is a priority agenda which we will continue to develop as we improve our existing methodologies and seek to conceptualise new dynamic ways to address the problems related to sedentary behaviour.

We hope that these lesson plans provide a valuable resource and contributes towards your commitment to develop our youth. Your role in achieving a common goal is most valued and appreciated.



International Sports Development Agency

## Exercise 1 - THROWING AT WICKETS



Throw



Field

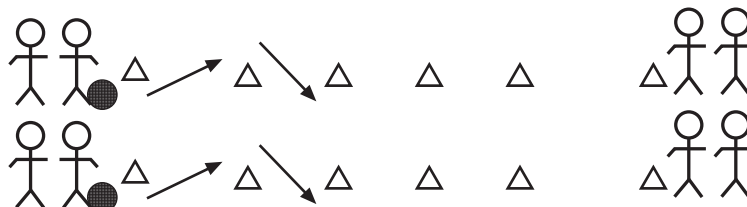
## Exercise 2 - NETBALL/BASKETBALL THROWS INTO NET OR SHOOTING AT GOAL (SOCCER)

Even though there may not be an actual net, the facilitator can create a target using a hoola hoop, for a goal to be scored.



### Exercise 3 - DRIBBLING IN AND OUT OF BEACONS

- Divide players into two teams, and each team is further divided to stand at beacons opposite each other.
- The player at the front of each team dribbles the soccer ball in and out the beacons, then passes it to the player at the front on the opposite side.
- Players can do this a few times each.

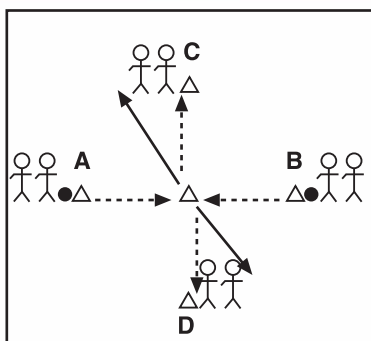


## Exercise 4 - DRIBBLING QUARTERS

Divide learners into four groups, standing at four points. Learner from point A dribbles ball to the centre beacon and passes to C, while learner from B dribbles to centre and passes to D. Both learners should start at the same time and reach the centre simultaneously. Learner from A then follows through to the back of line C, and learner from B follows through to the back of line D. Learner from C then dribbles ball to centre beacon and passes to B, and learner from D then dribbles ball to centre beacon and passes back to A. Hence the learners will go through each point. The direction of passing can be changed for variation. There must be a minimum of two learners at each point.

**Equipment:** 5 beacons and 2 soccer balls.

**Variations:** Instead of passing soccer ball, hold rugby ball in hand and pass following the above mentioned procedures.



## Exercise 5 - BOWLING

The learners will be divided into pairs and stand opposite each other (start about 8m apart and then increase the distance once accuracy is improved). The one learner will bowl whilst the other will field the delivery. The roles will then be reversed. The facilitator will teach the correct bowling technique.



## Exercise 6 - GYMNASTIC ROUTINE

The learner must be able to do gymnastic movements correctly.  
These can be basic movements like the Cartwheel and Arabspring.





## Exercise 7 - FOCUS ON ARM MOVEMENTS

The key focus during this exercise is to teach the learner the correct arm movements whilst running. Once sprinting, the arms must drive forwards and backwards as this momentum will be transferred to the legs. They must not move side-to-side as this will decrease stride length.

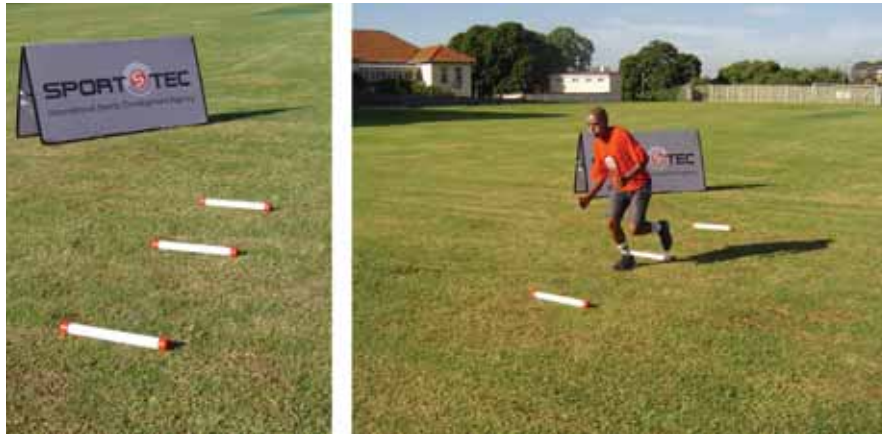


## Exercise 8

There is a progression from the long jump to triple jump.

The stick game can be used to ensure the correct technique is obtained.

You will need 3 sticks roughly 75cm in length. Position the sticks parallel to each other, 1m apart. The 1st learner will run towards the ( horizontal ) sticks, he/she will jump before the 1st stick, land once ( on the same foot ) between the 1st & 2nd sticks, jump and land again between 2nd & 3rd sticks ( on the opposite leg ), and then spring as far as they can away from the 3rd stick. Where they land, the coach must move the 3rd stick to. All the learners will then complete their jumps from this end, moving the 3rd stick ( where necessary ) further and further. Once everyone has had a turn, you start again but from the other end running towards stick no 3. The same concept is used from this side where stick no 1 will be moved further and further back, therefore the sticks ( and jumps ) will be further and further back. If a learner cannot make the jump they are "out" of the game.



## Exercise 9 - THROWING ACTIVITIES

### SHOT PUT/DISCUSS

The learner can use a bean bag for shot-put and focus on technique.  
The learner can use a Frisbee for discuss and focus on technique.



Shotput



Discus

## Exercise 10 - HURDLES

The learner will be taught the correct techniques/biomechanics of hurdling. The facilitator will use the mini hurdles to get the learners to do the activity. Focus on technique first and then progress to speed at which one does it. The learner must work on foot positioning, leg clearance and arm movements whilst doing this activity.



## Exercise 11

Divide the learners into two groups. They will stand in single file (see pictures below).

Initially the facilitator will lead the group.

The objective is for the learners to duplicate what ever movement the facilitator does.

Once the learners are aware of the drill the facilitator can let one of the learners lead the group.



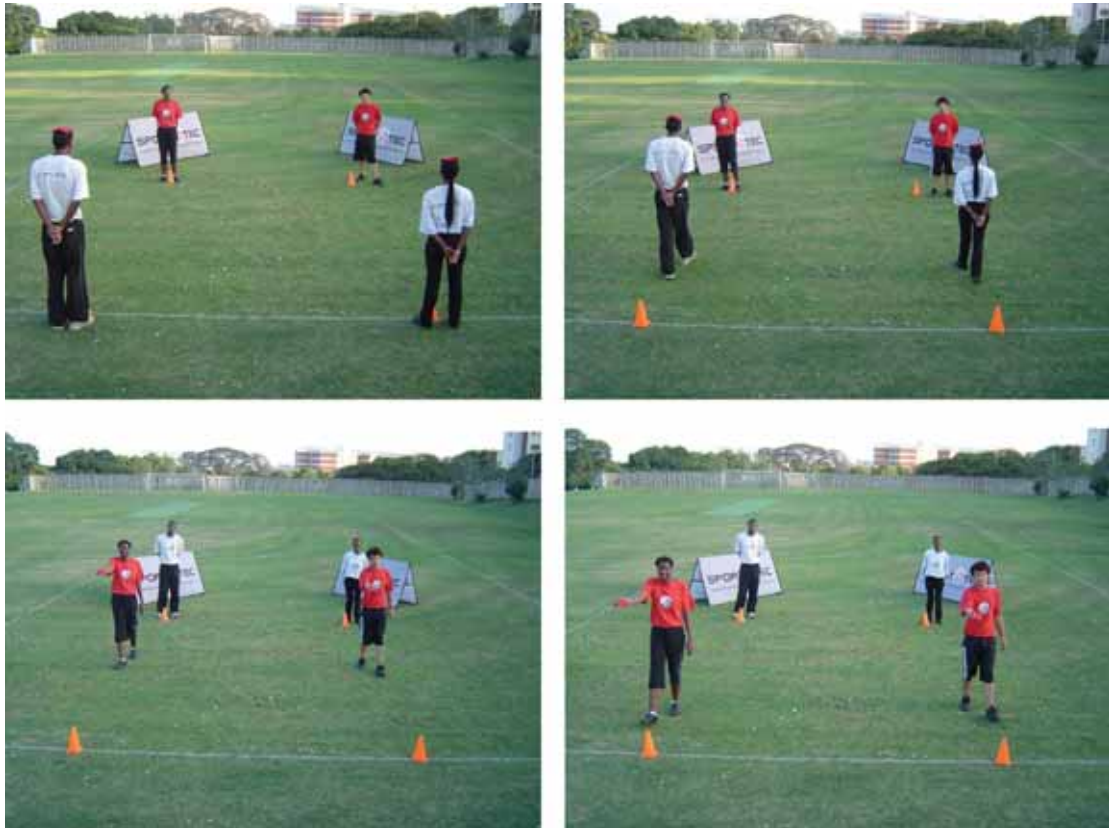
## Exercise 12 - CO-ORDINATED RUNNING

The facilitator must do this activity with the learners. The learners must copy the facilitator. He/she will run in a straight line and then progress and do many different movements. This can be in the form of jogging side-ways, hops, stretches and incorporating different forms of clapping.



## Exercise 13

The group will be divided into two teams and placed in a relay format (see pictures below). They will use a bean bag and balance it on a certain body part (decided by the facilitator) and try maintaining balance whilst racing.



Walking Side Lunge

## Exercise 14

The learners must come up with their own dance routine.

## Exercise 15

Worksheets will be given focusing on water safety.

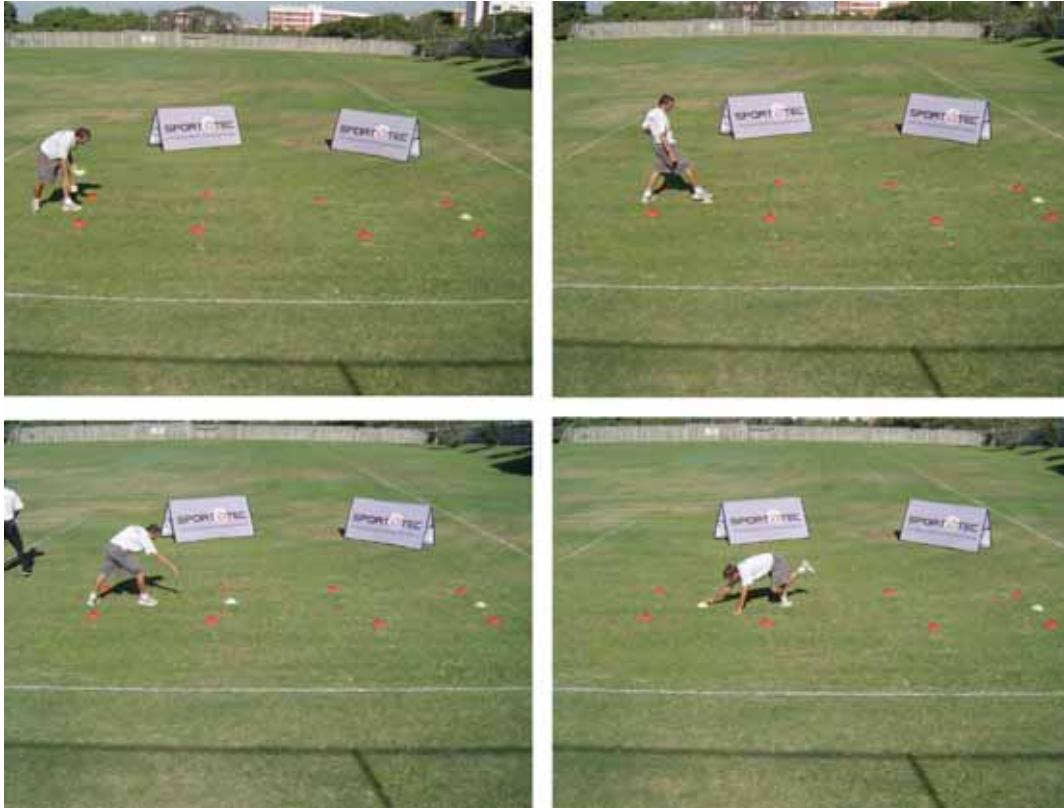




## Exercise 16

Do a practical session.

This exercise teaches the learner to maintain balance whilst focusing and standing/leaning on a designated object.





## basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



65 Masabalala Yengwa Avenue  
Upper level, South Concourse  
Durban  
4001

Tel: 031 310 8798 / 310 8609

Fax: 031 328 4754

Email: [info@redcapfoundation.org](mailto:info@redcapfoundation.org)



International Sports Development Agency

---