



RedCap YoungHeroes

LIFE ORIENTATION
PHYSICAL EDUCATION
GRADE 6



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

LESSON PLAN

Exercise 1 - ROUNDERS

The group will be divided into two teams. One team will become the fielding team whilst the other will bat. The fielding team must have a person throwing the ball (use a big ball at this level) to the batsman opposite him. The batsman will try to hit the ball. If he/she is successful they will run to the designated hoops. If a fielder catches the ball (after the batsman has hit it) without it bouncing then the batsman is deemed out.

If the batsman does not make it to the hoop before the fielder throws the ball to the fielder at the hoop then he/she is out.

A batsman is able to stop at a hoop and can only run again when a new batsman has hit the ball.

The batsman and the team will gain 1 point if the batsman is able to get back to the original starting position having gone past each hoop.

Once three batsmen are out, the teams change roles.

The facilitator can decide how many innings they will play.



Exercise 2 - KICKBALL

Kickball follows the same principles as the previous exercise (Rounders). The only variation is that the learner is kicking the ball instead of striking it with a bat.



Exercise 3 - DODGEBALL

Set up a square with beacons.

The pupils are split into two groups. One group stands outside the square whilst the other group is in the square.

The objective for the pupils on the outside is to hit the pupils on the inside with a ball (this can be done by throwing or kicking the ball-this is dependant on the ball used).

If a pupil is hit he/she is out. When all the pupils inside the square have been hit swop the groups around.



Exercise 4 - VOLLEYBALL STRIKE

The learners will be divided into groups of 3. One learner will hold the hoop above him (see the picture below) and/or hold it to the side. The learner tries to hit the ball through the hoop (with a closed fist). The other learner will be standing behind to retrieve the ball and then he/she will have their turn in striking the ball between the hoop.



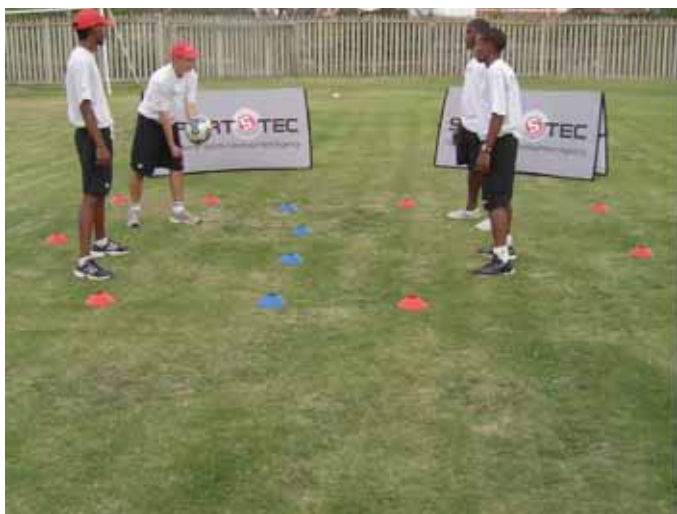
ALTERNATIVE EXERCISE

COURTBALL

This game can be played on any surface.

Mark out a court and play.

This is a combination of tennis and volleyball.



Exercise 5 - DO BASIC GYMNASTIC MOVEMENTS

FORWARD ROLLS



Exercise 6

Use slalom/agility poles and/or cones to change shape and direction of movement.

The cones and/or agility poles can be placed in any format/design.

The facilitator can get the learners to run, in different directions (forwards, backwards and/or sideways) through/between these cones/poles.



Exercise 7 - SPEED AND AGILITY

This lesson is based on enhancing the pupils speed and agility, as well as introducing them to fitness training. A brief explanation of the importance of fitness and agility in sport and in life in general should be the introduction. The station is set up as a quadrangle with each activity forming one side of the quad. The 4 exercises are:

- Slalom running (zigzagging) between poles/ 9 inch cones.
- Quick feet through the Speed ladder.
- Bunny hops through over the mini hurdles.
- A sprint to the finish.

The exercises can be set up parallel to each other for maximum participation and for a competition between 2 groups.



Exercise 8 - 12min RUN

The facilitator needs to mark out a track on the field and make sure the measurements are very accurate. Depending on the size of the field he/she will place cones along the course in order to calculate the distance covered (e.g. a cone every 20m). The learners will then run the course. When they have done this for 12 minutes blow the whistle and calculate the distance covered.



Exercise 9 - 250m SHUTTLE

Mark out a 10 metre area using cones. Make sure you have a distinct start and end point. Break the group into 2 groups. One group will run whilst the other counts the amount of shuttles run. The learner is required to run from one end to the other. Every time the learner reaches the cones he/she is required to place both hands on the floor beyond this point before turning for the next shuttle. He/she continues doing this until 25 repetitions are completed (i.e. 25 x 10m). The time taken to complete these shuttles is recorded to the nearest second.



Must place hands over line

Exercise 10 - PUSH-UPS

The learner will extend their body (as shown in the picture). The support will come from the hands (shoulder width apart) and the feet (together). The boy's legs must not touch the floor. The girls may do the modified push-up (legs crossed and knees in contact with the ground). The learners are expected to lift their body until the arms are extended and then lower the body until their chest touches the floor.



SIT-UPS

The learner will lie on their back and bend their knees.

Place the hands across the body and/or touching the ears.

The learner will then pick themselves up (as seen in the pictures below). This will constitute 1 sit-up. They must then lower their body (slowly) back to the starting position.

You can use a partner to hold your feet whilst doing the sit-ups.



Exercise 11 - 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 12 - DANCE ROUTINE (With music)

The learners will come up with their own dance routine.
The key emphasis is that it must be coordinated.



Exercise 13

The learners will come up with their own rhythmic movements
using ribbons and hoops.



Exercise 14

The learners will come up with their own rhythmic movements using balls.



Exercise 15 - BASIC THEORY

What must be done when u get hurt.

How to treat basic injuries.

Exercises 15 and 16 will be done theoretically.

Exercise 16 - GRASS BURNS, BLOOD SAFETY & WOUNDS



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