



# RedCap YoungHeroes

LIFE ORIENTATION  
PHYSICAL EDUCATION  
GRADE 7



**basic education**

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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 - GROUP DANCE ROUTINE

The group must come up with a dance routine that incorporates all these movements.



## Exercise 2 - NETBALL AND BASKETBALL

The learners are divided into two teams and play a simple form of netball. The players must pass the ball around to players on their side. Once a learner has caught the ball they must remain still and pass the ball to someone running into a better position. The team that scores the most goals after a designated time wins.



The learners can be divided into two teams and play a simple form of basketball. A small court or designated area can be used. The players must pass the ball around to players on their side. Once a learner has caught the ball they must remain still and pass the ball to someone running into a better position and/or can run with the ball but must ensure that he/she bounces the ball whilst running. The team that scores the most goals after a designated time wins.



### Exercise 3 - HAND SOCCER

Set up a small field of about 15m by 20m with small goals. Divide the learners in 2 groups with the ability to distinguish between the 2 teams. The rules for hand soccer are as follows:

- The learner with the ball must remain stationary but they are allowed to rotate.
- The ball must be rolled along the ground to the teammates (i.e. no throwing).
- If the ball goes out of bounds the team that touched the ball last will have to defend the play, which should be taken at the point where the ball crossed the line.

The goals should be small; about 1-2 meters across and learners have to roll the ball through the goals in order to score. The objective for the coach is to get teammates moving off the ball and to receive the ball and give a pass as quickly as possible. The game aims to stimulate decision making abilities and team work in the learners.

**Equipment:** 1 pvc ball, beacons to mark a field and 4 cones for goals.

If one does not have goals then use cones for goals and get the learners to place the ball on top of the cones.



## Exercise 4 - HOPSCOTCH AND JUMPING OVER A ROPE

Do different variations – one leg, 2 legs together, alternate etc.



Skipping



Hopscotch



## Exercise 5 - 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 6 - LOW – MID – HIGH THROWS

The learners can be divided into smaller groups (2, 3 or 4). Within these groups the learners will balance on one leg and throw the ball to another person in their group who is also balancing on one leg. At first they can throw low throws, and then move onto different heights. The final set can be a variation of throws.



Low



Mid



High



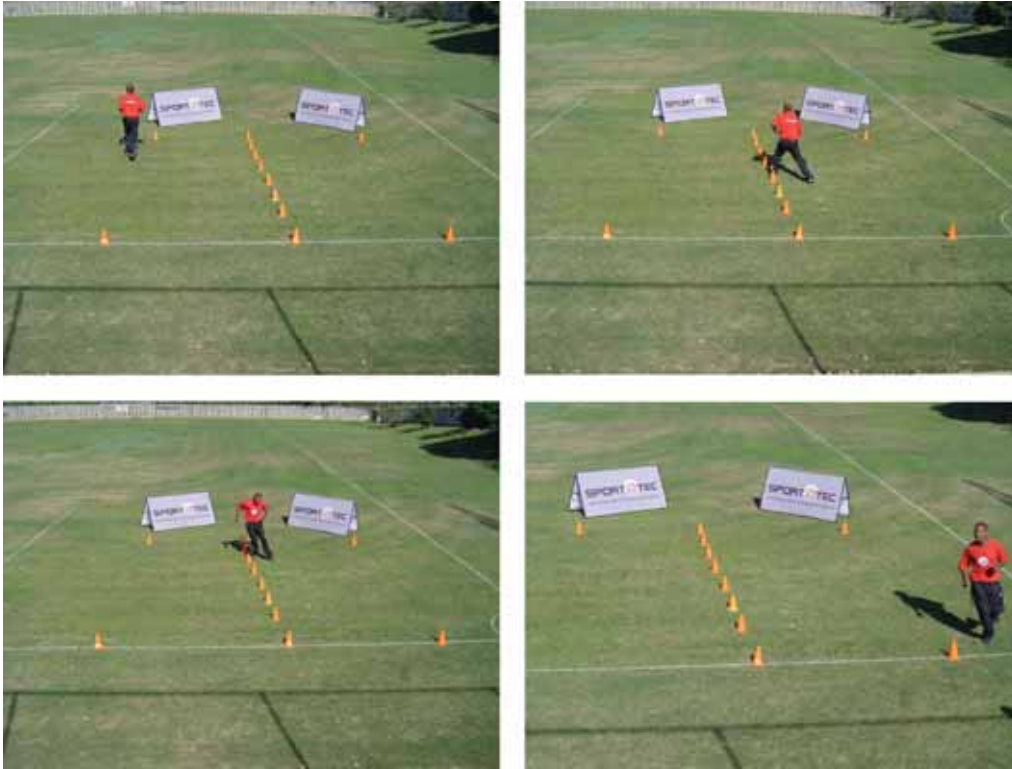
## ALTERNATIVE EXERCISES

The key focus here is on core stability exercises (see the pictures below). The facilitator must teach the learners how to activate their core (a sensation of sucking your navel/belly button towards your spine whilst breathing normally).



## Exercise 7- ILLINOIS TEST

The learner runs forward and around the cone in front of him/her. He/she then runs at a 45° angle to the middle cone and weaves through the cones. He/she comes back weaving through the cones returning to the idle cone. The learner then runs at a 45° angle to the top right cone, turns and ends at the third cone.



## Exercise 8 - T-TEST

The purpose of this test is to evaluate the learner's ability to change direction at speed and under control. The learner will start on the command from the facilitator and run forward and touch the base of the first cone. He/she will then move laterally (facing forward and not crossing the feet) to the left-touch the base of the cone with his/her left hand.

The learner will then move laterally to the far right cone-touch the base with the right hand and then move laterally back to the centre cone. He/she will touch the base of the cone and then run backwards to the start/finish cone.

The learner can do this to evaluate agility and can do the drill to improve agility.



**Always touch the base of the cone**

## Exercise 9 - FOUR STATION FITNESS

Create a large station and divide it into 4 distinct areas.

Each area must focus on a core fitness component.

The learners will divide into 4 groups and will spend an allocated time in each zone (E.g. 2 minutes at each station and repeat the circuit twice).





## Exercise 10 - CROSS AGILITY DRILL

Set up a grid (cross formation). All cones must be 10 metres from the centre point. The learner will stand in the middle and run forward to the cone in front. He/she will touch the base of the cone and run backwards to the centre. He/she will then run laterally to the cone on the right-touch base and return to the centre spot. He/she will then run backwards to the cone-return to centre spot. The final run will be a lateral run to the cone on the left and then returning to the centre spot.



Always face forward



## Exercise 11 – SQUARE DRILL

Create a square (5-10 metres) using cones. The drill focuses on lateral, forward and backward movements, and the ability to change from one to the other. The key is that the learner must always remain in a forward-facing direction.



## Exercise 12 - DIAMOND DRILL

This drill trains diagonal forward and backward diagonal running, and the ability to change quickly from one to the other. The key is that the learner must always remain in a forward-facing direction.



## Exercise 13

The facilitator must spend time with the group explaining what invasion games entail. Once the learners understand the term they must be divided into 2 groups and they must come up with an invasion game. The facilitator must provide continual feedback to ensure that the learners have grasped the concept of Invasion. Group 1 will present their invasion game.

## Exercise 14

Group 2 will present their invasion game.

## Exercise 15 – THEORY BASED

Here the facilitator must go through a few common sporting codes and provide examples where fair play is not noted and provide the correct practices (e.g. accepting decisions, injuries, cricket – hits ball and caught = walks) Honesty must be a key focus.

Fair play - accepting decisions, injuries, e.g. cricket - hits ball and caught = walks, honesty in all sports.

## Exercise 16 - SOCCER / TOUCH RUGBY GAME

Divide the session into 2 halves. The first half of the game the facilitator takes control of the game by providing the learners with all the rules. The facilitator then referees the game. In the second half the facilitator lets the learners play the game without his/her guidance and refereeing. Note if there is a difference in the way the game is played and if the learner is practicing fair play.



**Unfair Play**



**Fair Play**



## basic education

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