



RedCap YoungHeroes

LIFE ORIENTATION
PHYSICAL EDUCATION
GRADE R



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 - FETCH AND CARRY

Place players in two parallel rows about 2m apart, each line sitting behind a beacon. A further 3 beacons should be placed in line with each group, at 1m intervals.

- Start off with a cricket ball resting on each of the 3 beacons. First player in each line must run to first ball, fetch it and bring it back to the beacon at the front of their line, and then do the same for the 2nd and 3rd balls.
- Once all the balls have been collected next to the front beacon, the player goes to the back of the line and the next player puts the balls back on the beacons one at a time.
- This continues until all are back in original places.
- Repeat but make it so children do opposite action as the first time they went.
- This can then be repeated but set the beacons up in a zigzag.



The set-up



Pupils get ready



Pick up and return to start



Once finished the next pupil goes

Exercise 2 - CAT AND DOG

The object will be catching and chasing. Place beacons in a circle and get each learner to stand behind a beacon. The coach will stand in the middle and throw a cricket ball to one of the learners, immediately as they catch it they become the cat. Their objective is to run around on the outside of the circle, and get back to their beacon. However, as soon as a learner is nominated as the cat, the coach will throw another ball to a "dog". The dog's objective is to chase and try to catch the cat (by touching him on the back) before he can return back to his beacon. Once they return to their beacon's the cat will throw the ball back first followed by the dog and the coach will then nominate 2 new players.

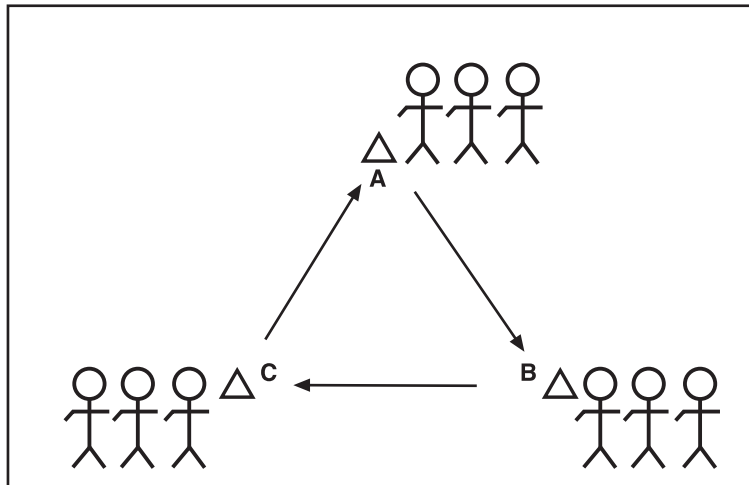
Equipment: 1 beacon per learner and 2 PVC balls per group.



Exercise 3 - TRIANGLE RUN

Set out a triangle with 3 beacons. The distance between each beacon should be between 7 and 10 metres depending on the age and ability of the learners. Split the learners into 3 groups and place each group behind a beacon. The first learner at beacon A is given a ball and passes it to the learner at B, then follows through to the back of the line at B. The learner at beacon B then passes the ball to learner at C, then follows through to the back of the line at C. The learner at C will then do the same to learner at A. Once every learner has had a turn, the facilitator must stop the groups and place a second ball into the game. The process is then repeated with 2 balls going at one time. If this is achieved add another ball, whilst the game is going. With the older learners you should be able to get about 5 balls going at once. The balls can be of all different varieties, and can be passed around either by throwing or kicking. More than one triangle can be set up to ensure maximum participation.

Equipment: 3 Beacons and variety of balls.



Exercise 4 - FOLLOW THE LEADER

Place two groups in lines; the learners then follow/copy the facilitator. The first learner copies and the rest follow. Examples of activities: walk in patterns/zigzags/shapes behind the facilitator, jog, run, hop skip, jump, header etc.



Exercise 5 - HOOLA HOOP JUMP

Place hoops one after the other in a line, with a beacon on either end. The children have to leap into each hoop with one foot only, from beginning to end. They can also then jump with two feet together.

Then place hoops in zigzag formation, causing the children to rotate their bodies slightly in order to jump into each hoop. Children can go immediately after each other, and this can be set out in double, i.e. two lines compete against each other.

Equipment: 10-12 Hoops, 4 beacons

Aim: To enhance gross motor ability, overall body co-ordination, balance and agility

Objective: Children must jump from one foot to the other at a time and try to maintain their balance



Exercise 6 - COPY CAT

The learners sit/stand in front of the facilitator and copy the actions of the facilitator; example touch various body parts (ears, nose, toes), jump (touch the sky), hop (bunny-hop), twist, turn, balance on one leg etc.



Copy the facilitator

Exercise 7 - STALK STAND

The learner balances on their right/favoured leg. The other leg is bent. Hands are on the hips. The learner tries to keep their balance without falling over.

Progression:

- The learner then does the same movement on their left/ unfavoured leg
- The learner repeats the movement but closes his/her eyes this time
- Does the same movement but spells out the alphabet with their "free" leg (eyes open and then closed).
- The learner balances on one leg and their partner (who is standing behind them) gently pushes them to one side and they have to react to get their balance back. (eyes open and then closed)



Start with eyes open > eyes closed



Gently touch your partner

Exercise 8 - THE ALL-IN-ONE CIRCUIT

Using the ladders, cones and hoola hoops the facilitator creates a circuit that requires the learner to run at different angles (backwards, forwards and sideways), jump over cones, hop through the ladder on different legs and then balance on one leg when landing in the hoola hoop (for a designated time period).

The set-up



Exercise 9

Learners are to show an expression of an emotion (happiness, sadness, fear, joy, celebration etc) via a body movement (not allowed to touch anyone else). This process can be broken down into using only certain body parts; facilitator demonstration is useful to allow learners expressive freedom.



Exercise 10

Learner shows what he does when he is angry, happy etc. Learner can stand in one position and use only 1 part of the body to express emotion.



Angry



Happy

Exercise 11

The learner can be divided into groups of 4-6. They are given 10 minutes to come up with a dance routine. They are informed that they need to use their bodies as much as possible for a required time frame (1 min should be fine).



Exercise 12 - RELAY EXPRESSING EMOTION

Divide the learners into groups of three.

Two learners (A and C) will stand behind each other facing the third learner B.

The distance between AC and B can vary but 15m is ideal for this age group.

A will run towards B (focus will be placed on happiness), he/she will then tag B who will run towards C (focus on sadness).

C will then run back to A (focus will be anger).

That will be one repetition.

The facilitator can do 3-5 repetitions before changing the order and/or the expressions/emotions.



Exercise 13 - ALIEN INVASION

Make six square grids on the field and place a pupil in each grid (these individuals become the CRABS) who take up the crab position (see pictures).

The objective of the other learners is to dribble the balls through the crabs trying to get to the other side.

The objective of the crabs is to kick the balls out of the grid. If the learner does get his ball out of the grid he/she will be out. The drill continues until there is one learner remaining.

Rotate between crabs and dribblers.



Exercise 14

Learners divided into two groups. Stand in lines facing each other with legs apart. Legs have to stay “glued” to the ground. Not allowed to be moved. Learners throw tennis balls from one side to the other, trying to get the ball between partner’s legs on other side.



Exercise 15 - ROB THE BANK

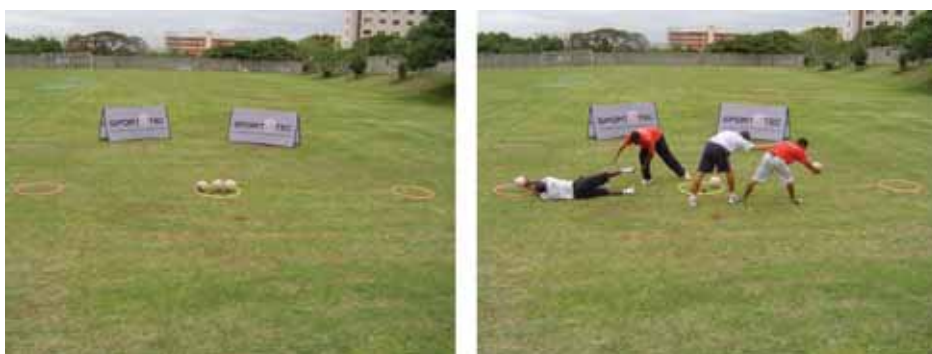
Using a large area/field, place 5 balls inside a hoola hoop or small designated area.

Divide the group into 2 teams. It is the goal of the learners to get these balls back into their safe zone (another hoola hoop/designated area on their side). If they get caught in possession of the ball they have to return the ball to the “bank” and they are out of the game for a count of 10. The 1st team to get three balls on their side is the winner.

Progression:

- Add more balls
- Opposition can try to steal the balls back from the oppositions safe area
- Increase the time if one is caught.

The set-up



Exercise 16 - MAZE RUN

The facilitator must make a maze using beacons. He/she could make 3 mazes (must be identical) but this is also dependant on the numbers. The pupils are then divided into groups. The purpose of the drill is to get the pupils pushing a ball with their head, whilst on their hands and knees, to the end of the maze. The facilitator can place obstacles within the maze to increase the difficulty.





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



International Sports Development Agency
