



SPORTS  
SCIENCE  
INSTITUTE OF  
SOUTH AFRICA



# Physical activity lesson plans

Grade 11



High

school

# Physical activity lesson plans

Grades 11



## Warm-up and cool-down exercises

The warm-up	3
Dynamic stretches	4
The cool-down	8
Static stretches	8

## Grade 11 lesson plans

Lesson 1: Participate in a fitness assessment	9
Lesson 2: Strategies for improving fitness	16
Lesson 3: Play modified ten-pin bowling	24
Lesson 4: Play modified handball	29
Lesson 5: Participate in route orienteering	34

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## Grade 11

### Warm-up and cool-down exercises

#### The warm-up

- 1 Warm-up exercise 1: Light jog**  
Send the class on a light jog around the learning area.
- 2 Warm-up exercise 2: Alternating pace**  
Send the class on a light jog around the perimeter of the playing area. Whenever you blow your whistle, learners must change how fast they are running. To keep it simple, there should only be 2 levels of speed and you should make it clear which of the 2 speed levels the learners should use. Depending on the fitness of the class, the 2 speed levels could alternate between a brisk walk and a light jog, a light jog and a slightly faster run (three-quarter sprint), or a three-quarter sprint and a fast sprint.
- 3 Warm-up exercise 3: Play tag**
  - Divide the class into groups of approximately 10 learners
  - Assign each group to half a playing area
  - Select 1 learner to be the 'catcher or tagger'
  - This learner must attempt to tag another learner by touching them and yelling 'tag'
  - The learner that has just been tagged becomes the new 'catcher or tagger' and the process repeats itself
  - Continue the game for approximately 5 minutes so that all the learners are active and thoroughly warmed up.
- 4 Warm-up exercise 4: Jogging with direction change**  
Send the class on a light jog, but emphasise that when they hear the whistle, they need to change direction. You will indicate which direction they must go in using hand signals. They will jog either left, right, forwards or backwards, depending on the signal you give them. Make sure to vary these directions throughout the activity.
- 5 Warm-up exercise 5: Jogging with cone weaves**  
At various points along the perimeter of the playing area, set up a series of approximately 6 cones. Divide the class into 2 groups and send the 2 groups on a jog around the learning area in opposite directions. On reaching a zone of cones the learners need to weave between the cones without knocking them over. When meeting up with the other half of the class along the perimeter of the playing area, learners need to weave between each other without making contact.



## Grade 11

### 6 Warm-up exercise 6: Skipping

Give each learner a skipping rope and send the class skipping around the learning area. If there are only enough skipping ropes for 1 rope between 2 learners, divide the class into pairs. Half of the class skip to the other end of the playing area and back and then hand the skipping rope to their partners who complete the activity in the same manner.

### 7 Warm-up exercise 7: Team warm-up

Divide the class into groups of 6 learners and send the groups on a jog around the playing area. When you blow your whistle, the learner at the back of each group must sprint to the front of the group and then resume a jogging pace at the front. This process repeats itself until all the learners have had a chance to sprint to the front of their groups.

### Stretching

#### A note on stretching

There are 2 types of stretching. One is **static stretching**, where the person tries to stretch as far as possible and then hold the position for a particular time period, and the other is **dynamic stretching**, which involves **movement**.

There is some doubt whether static stretching is important during the warm up. Most sport scientists are now of the opinion that it can be damaging and increase the risk of injury if not done properly, and it probably won't be of any benefit to young children. So we suggest you don't plan a structured static stretching session in the warm-up. Dynamic stretching, however, is considered to be a very important part of the warm-up, so we have included this form of stretching in this section. Please take note that learners should not go straight from rest into full-out sprinting and changing direction. It is best to control their energy levels so that, regardless of which activity you choose (or make up if you are being creative), you ease learners into training.

One of the benefits of warm-ups that end in stretching is that all the players are together, which gives you time to discuss the activities that will follow in the lesson.

#### Dynamic stretches

You can use any of the dynamic stretches below in your warm-up and cool-down sessions.

### 1 Stretching exercise 1



Stand with feet shoulder-width apart and swing the arms to the front, 'hugging' yourself as tightly as possible. Then swing them back, trying to touch your fingers behind your back. Elbows should be straight but not locked. Complete 15 swings in each direction.

## Grade 11

### 2 Stretching exercise 2



Stand with feet shoulder-width apart and swing one arm up above the head as far back as possible, while swinging the opposite arm down as far as possible. Elbows should be straight but not locked. Complete 15 arm swings in each direction. This stretch can also be done by swinging both arms together.

### 3 Stretching exercise 3



Stand with feet shoulder-width apart and rotate the arms in big circles in a forward direction. The arms alternate positions so that as one arm is up, the other arm is down. Do this stretch while keeping the back straight and locked, or allow rotation through the back, hips, knees and ankles. Complete 15 circles.

### 4 Stretching exercise 4



Stand with feet shoulder-width apart and rotate the arms in big circles in a backward direction. The arms alternate positions so that as one arm is up, the other arm is down. Do this stretch while keeping the back straight and locked, or allow rotation through the back, hips, knees and ankles. Complete 15 circles.

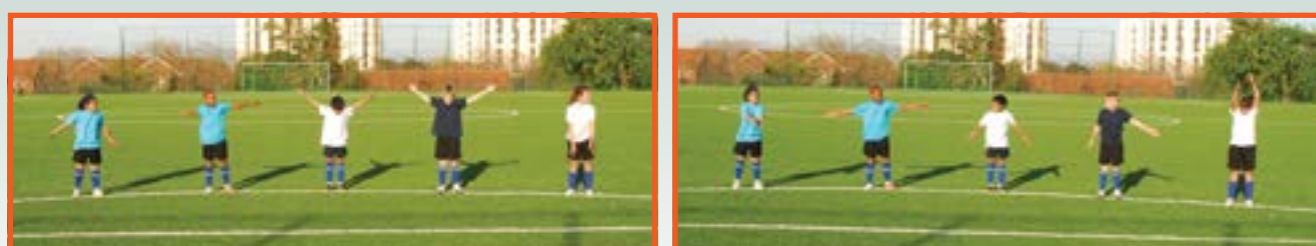
## Grade 11

### 5 Stretching exercise 5



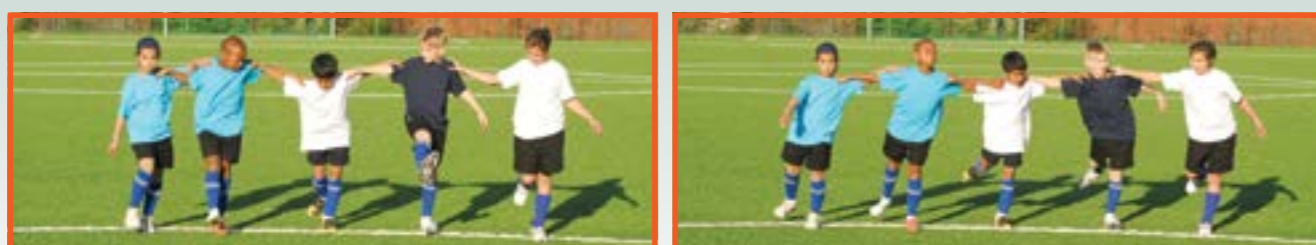
Stand with feet shoulder-width apart and rotate the arms and body from side to side, trying to move the whole body as far as possible from side to side. Complete 15 rotations in each direction.

### 6 Stretching exercise 6



Stand with feet shoulder-width apart and rotate the arms in big circles in a forward and then a backward direction. Complete 15 circles in each direction.

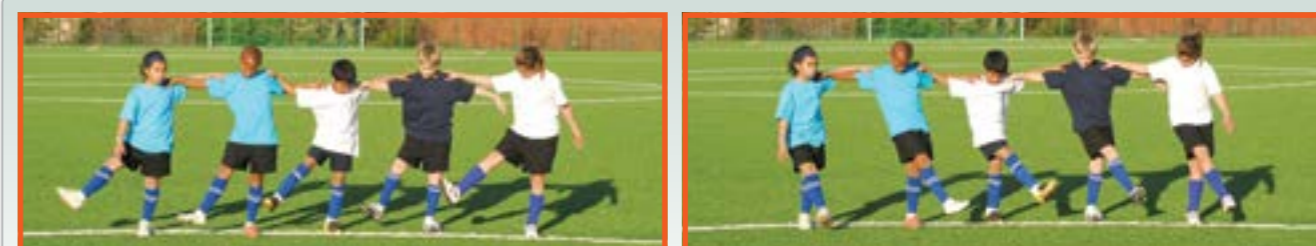
### 7 Stretching exercise 7



Stand with feet shoulder-width apart and rotate the arms in big circles in a forward and then a backward direction. Complete 15 circles in each direction.

## Grade 11

### 8 Stretching exercise 8



Hold onto a partner for balance and kick one leg from side to side. Kick each leg 15 times on each side. Make sure that the same legs are being kicked to avoid injury.

### 8 Stretching exercise 9



Place hands and feet on the floor. Keep hands, arms and body as stable as possible while pushing one heel down towards the floor, and then repeat with the other leg. Alternate, doing 15 stretches on each side.

## Grade 11

## Warm-up and cool-down exercises

### The cool-down

#### Cool-down exercise

Send the class on a light jog or brisk walk to cool-down.

### Stretching

#### Static stretches

Select one learner to lead the class in doing the stretches listed below:



Each stretch should be held for 20 seconds. Repeat them twice on each side. Only stretch to the point of pulling, not to the point of pain.



## Grade 11

## Lesson 1

Lesson plan			
<b>Lesson theme</b>	Participate in a fitness assessment	<b>Grade</b>	11
<b>Duration</b>	50 minutes	<b>Date/week</b>	
<b>Context</b>			
<ul style="list-style-type: none"> <li>Recreation and physical wellbeing</li> <li>Movement focus: Sports and games.</li> </ul>			
<b>Linking with previous lesson</b>		<b>Linking with next lesson</b>	
N/a.		<ul style="list-style-type: none"> <li>Learners improve their fitness levels.</li> </ul>	
<b>Core knowledge</b>			
<ul style="list-style-type: none"> <li>Know how to measure fitness levels according to the health-related components of fitness.</li> </ul>			
<b>Learning activities and assessment</b>			
<ul style="list-style-type: none"> <li>Warm-up</li> <li>Learners do various tests to measure their fitness and then record their results</li> <li>Cool-down.</li> </ul>			
<b>Forms of assessment</b>		<b>Resources</b>	
<ul style="list-style-type: none"> <li>Peer assessment</li> <li>Checklist</li> <li>See 'Learner assessment' in the 'Checklist for evaluation' at the end of the lesson.</li> </ul>		<ul style="list-style-type: none"> <li>Benches</li> <li>Ruler/tape measure</li> <li>Track (you will need to know its distance)</li> <li>Stopwatches</li> <li>Learners' score sheets.</li> </ul>	
<b>Expanded opportunities</b>		<b>Teacher reflection</b>	
<ul style="list-style-type: none"> <li>With the results of the assessment, learners can see which areas of their fitness need the most work. In the next lesson they will draw up a fitness programme to help them improve their fitness levels.</li> </ul>		<ul style="list-style-type: none"> <li>The activities make learners more aware of their physical fitness and ways to improve it.</li> </ul>	

## Grade 11

## Lesson 1: Participate in a fitness assessment (50 minutes)

### 1 Outcomes

By the end of the lesson learners should have:

- A record of their current fitness level measured according to the health-related components of fitness.

### 2 Teacher's corner

**Setting up**

- Divide the playing area into 4 separate areas/stations in which learners will perform the different tests. Design it in such a way that you will be able to observe all learners at one time
- It is recommended that you hold this lesson at the beginning of the school term/year and repeat it again in 6 to 7 weeks time.

**For lesson 1 you'll need the following equipment:**

- Bench and ruler / tape measure for flexibility test station
- Track (you will need to know its distance)
- Learners' scorecards (see page 36)
- Stopwatch to record learners' times for the 800 metre run test.

### 3 Activities

#### Activity 1: Instruction (5 minutes)

- Explain to learners that while their fitness is being assessed in this lesson, it will be reassessed at a later date
- Explain to them that in the next lesson they will be presented with some theory regarding the benefits of fitness and a healthy lifestyle. They will then be guided in drawing up a personal fitness programme that they can follow to improve their fitness levels
- Just before the warm-up, explain to learners what each test station involves and demonstrate the required technique (it might be helpful to have signs at each station).

#### Activity 2: Warm-up (5 minutes)

Plan a warm-up exercise based on the warm-up and dynamic stretching exercises found on pages 3 to 7.

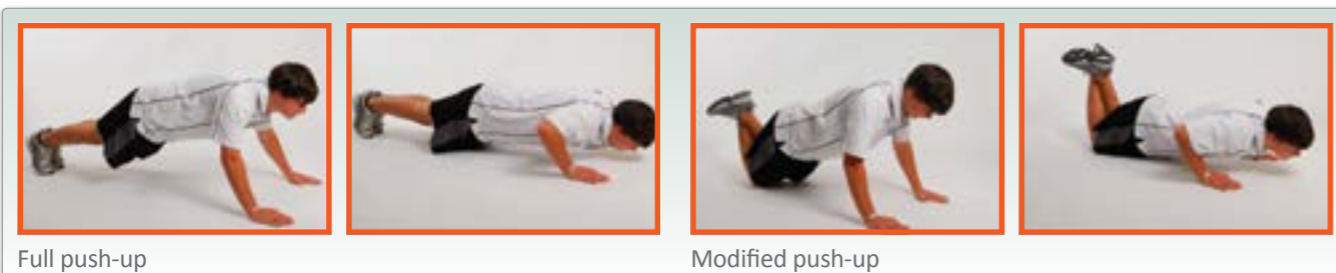
Just after the warm-up, divide the learners into pairs and give each one a copy of the accompanying score sheet (see page 36). Explain that they must record their partners' scores on their score sheets.

#### Activity 3: Cardiovascular: 800 metre run test

The aim of this test is to complete the 800 metre distance in the shortest time possible.

## Grade 11

### Activity 4: Muscular endurance: Push-ups (1 minute)



- Perform as many correctly done push-ups as you can in 1 minute. If the learner cannot complete the push-ups continuously, they may take a short break and then continue until the minute is complete.
- Male learners should perform this activity in the standard position with their hands shoulder-width apart, their backs straight, heads up and their toes on the floor
- Female learners can use the modified 'knee push-up' position with their ankles crossed, knees bent at a 90° angle, backs straight, hands shoulder-width apart and their heads up
- A correct push-up involves the learners' backs being straight at all times and they must push up to a straight arm position without locking their elbows. Learners must then go down so that they are low enough to touch their partner's fists on the floor, or so that there is a 90° angle at the elbows.

### Activity 5: Flexibility: Sit and reach test



To assess the flexibility of the hamstrings, you will need a bench and ruler/tape measure.

1. Start with feet flat against the bench and knees straight.
2. Reach arms as high as possible above the head, then lean forwards and reach as far along the bench as possible while keeping the knees locked.
3. The furthest point the fingertips can reach is the learner's score.
4. Learners need to be given three attempts at this station. Their furthest reach is the score that should be recorded on the score card.

**Note:** A specialist table for measuring flexibility has an overhang of 15cm, so if you are using a bench and ruler, a score of 10cm actually equals 25cm (the 10 cm measured plus the 15cm allowed for the overhang on the specialist table), and a score of 12cm actually equals 27cm (the 12cm measured plus the 15cm allowed for the overhang on the specialist table). While learners can simply record the measurement attained on the bench, these scores will need to be adjusted by the teacher to ensure that the assessment is accurate.

## Grade 11

### Activity 6: Strength: Sit-ups (1 minute)

Perform as many sit-ups as you can in 1 minute. A sit-up is performed with the legs bent, the knees at right angles and the feet on the ground being held by a partner (the feet could also be clasped around the ankles of a learner lying at 180° so that both sets of feet are secure). Learners must start with their shoulder blades on the floor and then sit up so that their hands touch their knees. If the shoulder blades do not touch the floor, or if the hands do not touch the knees, that sit-up should not be counted.



### Activity 7: Cool-down (10 minutes)

Plan a cool-down exercise based on the cool-down and stretching exercises found on page 8.

#### 4 Wrap-up

Make sure the learners have filled in all their scores and then collect their score sheets. Explain to them that you will give these back to them in the next lesson when they will use them to draw up fitness programmes to improve their overall fitness levels.

#### 5 Assessment

- Use peer assessment to record learners' scores
- Complete the 'Learner assessment' according to the mark allocation on the table below ('Checklist for evaluation')
- Mark off participation in the lesson on the class list and complete the 'Checklist for evaluation'.

## Grade 11

### Scorecard

Learner's name: \_\_\_\_\_

Class: \_\_\_\_\_

Activity	Description	Fitness test 1 score	Mark	Fitness test 2 score	Mark
800 metre run test (cardiovascular)	Time taken to complete 800 metre in minutes and seconds	min sec		min sec	
Push-ups (muscular endurance)	Number of push-ups in 1 minute				
Sit and Reach Test (flexibility)	Distance reached along the bench, measured in cm	cm		cm	
Sit-ups (abdominal strength)	Number of sit-ups in one minute				
Total score (add up the individual scores and divide by 4)					

### Test norms

#### 800 metre run test

Rating	Time
9 to 10 marks	2'45" or less
7 to 8 marks	2'46" to 3'
5 to 6 marks	3'01" to 3'15"
3 to 4 marks	3'16" to 3'30"
1 to 2 marks	More than 3'31"

' – minutes  
" – seconds

## Grade 11

### Push-ups (reps) – boys

Rating	Age				
	13	14	15	16	17
7 to 10 marks	31	36	41	41	41
4 to 6 marks	26	31	36	36	36
1 to 3 marks	12	14	16	18	18

### Push-ups (reps) – girls

Rating	Age				
	13	14	15	16	17
7 to 10 marks	21	21	21	21	21
4 to 6 marks	16	16	16	16	16
1 to 3 marks	7	7	7	7	7

### Sit and reach (cm) – boys

Rating	Age				
	13	14	15	16	17
9 to 10 marks	36	39	41	42	45
6 to 8 marks	30	32	34	36	40
4 to 5 marks	26	28	30	30	34
1 to 3 marks	20	23	24	25	28

### Sit and reach (cm) – girls

Rating	Age				
	13	14	15	16	17
9 to 10 marks	43	44	46	46	44
6 to 8 marks	36	38	41	39	40
4 to 5 marks	31	33	36	34	35
1 to 3 marks	24	28	31	30	31



## Grade 11

### Sit-ups (reps) – boys

Rating	Age				
	13	14	15	16	17
9 to 10 marks	58	59	59	61	62
6 to 8 marks	48	49	49	51	52
4 to 5 marks	41	42	44	45	46
1 to 3 marks	35	36	38	38	38

### Sit-ups (reps) – girls

Rating	Age				
	13	14	15	16	17
9 to 10 marks	51	51	56	54	54
6 to 8 marks	41	42	43	42	44
4 to 5 marks	35	35	37	33	37
1 to 3 marks	29	30	30	29	31

### Lesson 1: Checklist for evaluation

Activity	Question	Yes	No
Completing a fitness assessment	<ul style="list-style-type: none"> <li>Did learners manage to complete the fitness assessment and record their scores for each test on their score sheets?</li> </ul>		
Teacher reflection	<ul style="list-style-type: none"> <li>Do you think that the activities made learners more aware of their physical fitness and ways to improve it?</li> </ul>		
	<ul style="list-style-type: none"> <li>If you had to repeat the lesson, what improvements would you make to it?</li> </ul>		
Learner assessment	<ul style="list-style-type: none"> <li>Look at the score sheet on page 36 and assign the relevant marks to the learners depending on the score they obtained. Example: if a 16-year-old male learner ran the 800m race in 3'10", assign a mark of 6, if they managed to complete 36 push ups, assign a mark of 6, if they managed to stretch to 36cm, assign a mark of 8 and if they completed 45 sit ups, assign a mark of 4. Add these scores up (24) and divide by 4. Their score on the mark sheet will be 6.</li> </ul>		

## Grade 11

## Lesson 2

### Lesson plan

Lesson theme	Strategies for improving fitness	Grade	11
Duration	50 minutes	Date/week	
<b>Context</b>			
<ul style="list-style-type: none"> <li>Recreation and physical wellbeing</li> <li>Movement focus: Fitness</li> </ul>			
<b>Linking with previous lesson</b>		<b>Linking with next lesson</b>	
<ul style="list-style-type: none"> <li>Learners improve their fitness levels.</li> </ul>		<ul style="list-style-type: none"> <li>Understand the terms 'physical activity', 'exercise' and 'fitness'</li> <li>Know the five health-related and skills-related components of fitness</li> <li>Know how to draw up a personal fitness programme.</li> </ul>	
<b>Core knowledge</b>			
<ul style="list-style-type: none"> <li>Know how to measure fitness levels according to the health-related components of fitness.</li> </ul>			
<b>Learning activities and assessment</b>			
<ul style="list-style-type: none"> <li>Learners complete the worksheet for lesson 2.</li> </ul>			
<b>Forms of assessment</b>		<b>Resources</b>	
<ul style="list-style-type: none"> <li>Worksheet</li> <li>Rating table</li> <li>Checklist</li> <li>See 'Learner assessment' in the 'Checklist for evaluation' at the end of the lesson.</li> </ul>		<ul style="list-style-type: none"> <li>Scorecards</li> <li>Worksheets.</li> </ul>	
<b>Expanded opportunities</b>		<b>Teacher reflection</b>	
<ul style="list-style-type: none"> <li>Encourage learners to follow their fitness programmes.</li> </ul>		<ul style="list-style-type: none"> <li>The activities make learners more aware of their physical fitness and ways to improve it.</li> </ul>	

## Grade 11

### Lesson 2: Discussion around strategies for improving fitness (50 minutes)

#### 1 Outcomes

By the end of the lesson learners should be able to:

- Outline the benefits of physical activity
- Have an understanding of how much physical activity we should do to be healthy
- Understand the difference between moderate and vigorous intensity activity
- Be able to define fitness in terms of the 5 components of a fitness test
- Identify your individual strengths and weaknesses in the fitness components as observed in your initial fitness test
- Draw up a personal fitness programme that takes these strengths and weaknesses into account with the aim of improving your fitness level by the end of the term.

#### 2 Teacher's corner

##### Setting up

Familiarise yourself with the literature identified in the Department of Education's Subject Assessment Guidelines for Life Orientation (page 21) with regards to fitness. The Discovery Vitality Teacher's information guide (available online at [www.vitalityschools.co.za](http://www.vitalityschools.co.za)) is also useful in this regard.

##### For lesson 1 you'll need the following equipment:

- Learners' scorecards from the previous lesson
- Worksheet (see page 48)
- Physical fitness log record (see page 49).

#### 3 Activities

##### Activity 1: Worksheet

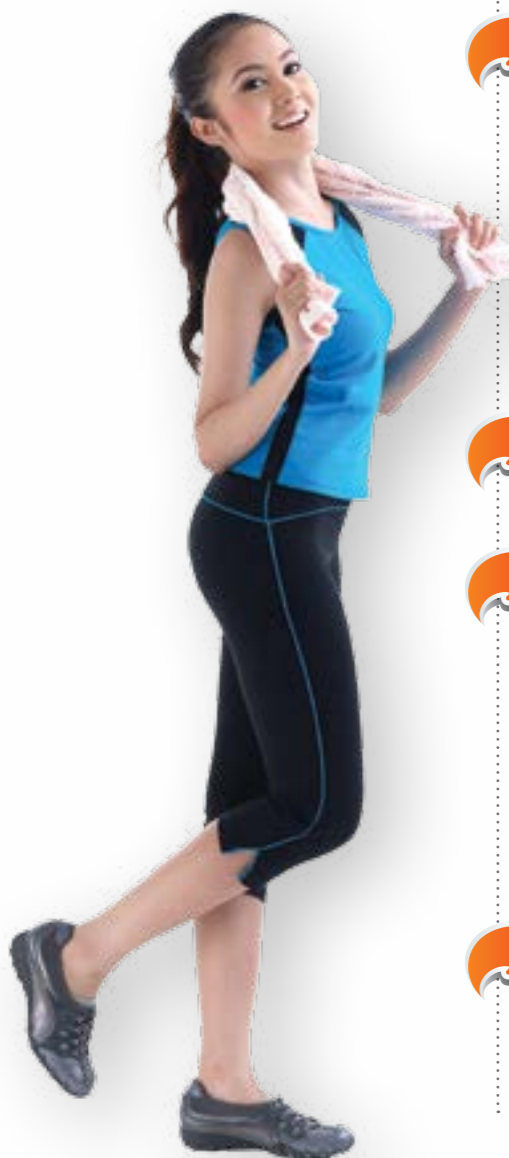
Learners complete the worksheet for this lesson.

#### 4 Wrap-up

- Learners need to take their individual fitness programmes home and be encouraged to follow them
- They should be reminded to use the log record to evaluate their weekly progress and record how well they followed their programmes. Explain to them how and what it means to keep a log record
- Remind learners that they can alter activities should they get bored of them
- They should also be reminded that their fitness will be assessed again at a later stage and that their scores in the next test will contribute to their Life Orientation mark.

#### 5 Assessment

- Complete the 'Learner assessment' according to the mark allocation in the table ('Assessment of fitness plan' on page 50)
- Mark off participation in lesson on the class list and complete the 'Checklist for evaluation' on the next page.



## Grade 11

### Lesson 2: Checklist for evaluation

Activity	Question	Yes	No
Completing the worksheet on 'Physical fitness for health'	• Can learners outline the benefits of physical activity?		
	• Do they show an understanding of how much physical activity we should do to be healthy?		
	• Do they show an understanding of the difference between moderate and vigorous intensity activity?		
	• Are they able to define fitness in terms of the 5 components of a fitness test?		
	• Are they able to identify their individual strengths and weaknesses in the fitness components as observed in the initial fitness test?		
	• Can they draw up a personal fitness programme that takes these strengths and weaknesses into account with the aim of improving fitness levels by the end of the term?		
Teacher reflection	• Do you think the activities made learners more aware of their physical fitness and ways to improve it?		
	• If you had to repeat the lesson, what improvements would you make to it?		
Learner assessment	• Look at the rating table on page 12 and assign the relevant marks.		

## Grade 11

### Worksheet: Grade 11 lesson 2

#### 1 Physical fitness for health

##### Physical activity or exercise? What's the difference?

"Physical activity refers to **any type of bodily movement produced by contracting the muscles**. Examples of physical activity are hanging up the washing, walking up stairs or to school and walking the dog." (Discovery Vitality Teacher's information guide)

"Exercise is a subcategory of physical activity. It refers to a **structured programme of activity** geared toward achieving or maintaining physical fitness. Examples of exercise are aerobic dancing, soccer, netball, hockey and jogging." (Discovery Vitality Teacher's information guide)

##### The benefits of physical activity

- Maintains health and helps to prevent illness
- Fitness benefits
- Psychological benefits.

##### Activity 1: Understanding the health benefits

1. Explain in more detail the 3 benefits of physical activity listed in the bullet points above. Try to explain in your own words how doing physical activity contributes to each point.
2. Give 3 examples that illustrate how physical activity promotes each of the 3 benefits listed above.

##### How much physical activity is enough?

"It is recommended that children and youth do at least **60 minutes of moderate to vigorous activity a day**. Those children and youth that are completely inactive should aim to start with 30 minutes of physical activity a day and gradually build up to 60 minutes per day." (Discovery Vitality Teacher's information guide)

##### Moderate-intensity activity vs vigorous-intensity activity?

- Moderate-intensity activities cause an increase in breathing and heart rate, but a conversation between 2 people can still be maintained
- Vigorous-intensity activity means your heart rate increases substantially and you are breathing much harder. You will be unable to say more than a few words without pausing for breath, and you will also need to concentrate a lot more on the activity that you are doing.

##### Activity 2: How physically active are you?

1. List 3 examples of moderate-intensity activity.
2. List 3 examples of vigorous-intensity activity.
3. List examples of physical activity you undertake on an average day.
4. Classify the activities you listed in question 3 as either moderate- or vigorous-intensity activity.

"Physical fitness has been defined as the ability to perform occupational, recreational and daily activities without becoming unduly fatigued." (Heyward: Principles of Assessment, Prescription, and Exercise Programme Adherence)



## Grade 11

### The 5 components of a fitness test

#### Cardio-respiratory endurance:

Fitness of the heart and lungs.

#### Muscular strength:

The maximum force a muscle produces to perform an activity once.

#### Muscular endurance:

The ability of a muscle or group of muscles to perform repetitive contractions over a period of time.

#### Flexibility:

This refers to the range of motion of a joint, or group of joints, and is correlated with muscle length.

#### Body composition:

This is used to describe the percentage of fat, bone and muscle in the human body.

(Adapted from Surgeon General's Report on Physical Activity and Health, USDHHS, 1996, in The President's Council on Physical Fitness and Sports)

##### Activity 3: How fit are you?

The first 4 of the health-related components mentioned above were tested in your fitness test last lesson.

1. Refer to your score sheet and identify which were your stronger areas of fitness.
2. Identify those areas which were your weaker areas of fitness.

### Planning a fitness schedule

Some ideas to get you started:

#### Warm-up

5 to 10 minutes of activities such as walking, slow jogging, knee lifts, arm circles or trunk rotations.

#### Cardio-respiratory endurance:

30 to 60 minutes most days of the week. This can be accumulated, that is, you do not have to do it all in one go (eg brisk walking, jogging, swimming, cycling, rope-jumping, tennis, cricket, soccer, Frisbee, roller-blading etc).

#### Muscular strength and endurance:

A minimum of 2 x 20 minute sessions a week (eg lifting weights, sit-ups, press-ups, pull-ups etc).

#### Flexibility:

10 to 12 minutes of daily stretching exercises performed slowly.

#### Cool-down

5 to 10 minutes of slow walking.

## Grade 11

### Activity 4: Planning your own fitness programme

Use the ideas above to plan a fitness schedule for yourself for the rest of this term. Remember to space things out through the week and try to be realistic in terms of fitting these activities into your lifestyle. Each workout should start with a warm-up and end with a cool-down and stretch. Feel free to ask your teacher for help or advice.

**Fitness goal:** By the end of the term I want to improve

Monday	Tuesday	Wednesday
Thursday	Friday	Saturday
		Sunday

Remember to:

- Increase the number of repetitions as you become fitter
- Increase the duration of your cardiovascular activities as you become fitter.

For example, start jogging for 10 minutes, then increase to 15 minutes, then 20 minutes and slowly build up to 1 hour.

## Grade 11

### Learner's physical fitness log record

Complete the following log record each week to monitor your fitness programme.

Day	Programme (eg 30 minutes walking)	What I did (eg 25 minutes walking)	Effort rating (1 to 5)*	Comment (eg felt ok, just a bit tired)
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Comment for the week and how I feel (eg I managed to complete 5 out of 7 sessions and coped quite well):

\* Effort rating (1 = felt very easy; 5 = felt extremely tiring)

## Grade 11

### Assessment of fitness plan

Rate the learner's fitness programme using the following scale (add up the scores and divide by 5 to get the total mark for the lesson).

1	2	3	4	5	6
Weak	Below average	Average	Good	Very good	Excellent

Name of learners	Variety of activities	Programme realistic to learner's lifestyle	Inclusion of warm-up and cool-down	Reflects health-related components of fitness	Level of effort applied to drawing up programme	Total:

## Grade 11

## Lesson 3

Lesson plan			
Lesson theme	Play modified ten-pin bowling	Grade	11
Duration	50 minutes	Date/week	
<b>Context</b>			
<ul style="list-style-type: none"> <li>Recreation and physical wellbeing</li> <li>Movement focus: Sports and games.</li> </ul>			
<b>Linking with previous lesson</b>		<b>Linking with next lesson</b>	
<ul style="list-style-type: none"> <li>Learners develop sports skills and improve their fitness levels.</li> </ul>		N/a.	
<b>Core knowledge</b>			
<ul style="list-style-type: none"> <li>Know how to play ten-pin bowling.</li> </ul>			
<b>Learning activities and assessment</b>			
<ul style="list-style-type: none"> <li>Warm-up</li> <li>Learners play a game of ten-pin bowling</li> <li>Cool-down.</li> </ul>			
<b>Forms of assessment</b>		<b>Resources</b>	
<ul style="list-style-type: none"> <li>Checklist</li> <li>See 'Learner assessment' in the 'Checklist for evaluation' at the end of the lesson.</li> </ul>		<ul style="list-style-type: none"> <li>Open, clear and even field or large gym / hall</li> <li>Rope</li> <li>Netballs</li> <li>10 plastic 2 litre bottles (full of sand) for each group of learners</li> <li>Scorecards.</li> </ul>	
<b>Expanded opportunities</b>		<b>Teacher reflection</b>	
<ul style="list-style-type: none"> <li>Encourage learners to play ten-pin bowling at home, at a park or on the beach with friends and family.</li> </ul>		<ul style="list-style-type: none"> <li>The activities show learners fun new ways to develop sports skills and get active.</li> </ul>	

## Grade 11

### Lesson 3: Play modified ten-pin bowling (50 minutes)

#### 1 Outcomes

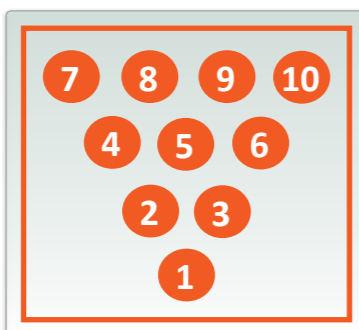
By the end of the lesson learners should be able to:

- Accurately throw a ball to knock down as many two litre bottles as possible
- Be familiar with how to score in ten-pin bowling.

#### 2 Teacher's corner

Setting up

- Divide the playing area into a number of bowling lanes (105cm wide and 18m long) with a line marking the end of the lane. Learners must be behind this when they throw the ball
- Set up the 2-litre plastic coke bottles to form the shape below, with each bottle being a distance of 30cm from its neighbour.



For lesson 3 you'll need the following equipment:

- Open, clear and even field or large gym
- Rope to outline bowling lanes
- 10 plastic 2-litre bottles (full of sand) for each group of learners
- 1 netball for each group of learners
- 1 score sheet for each group of learners (see 'Bowling score sheet' on page 55).

#### 3 Activities

##### Activity 1: Warm-up (5 minutes)

Learners complete the worksheet for this lesson.

Plan a warm-up exercise based on the warm-up and dynamic stretching exercises found on pages 3 to 7.

##### Activity 2: Playing ten-pin bowling (35 minutes, including instruction)

1. Divide the learners into groups of 6 and assign each group a bowling lane.
2. Learners will need to set up the bottles for their team mates after each ball is bowled and return the ball to the bowler. It is recommended that they do this in turns so that they know when it is their turn to set bottles and return the ball. The learner that is to set them up must stand behind the bottles, ready to pick them up as soon as the ball has been bowled and the score counted.



## Grade 11

3. A game of ten-pin bowling is divided into 10 rounds (called 'frames'). This can be adapted to suit the time available in your lesson.
4. In a frame, each learner is given two opportunities to knock down the skittle targets (called 'pins').
5. The learner rolls the first ball at the pins, and if the first ball knocks down all 10 pins, it is called a 'strike' and the frame is completed. If pins are left standing after the first ball, those that are knocked down are counted and then removed.
6. The learner will then roll a second ball and if all the remaining pins are knocked down, it is called a 'spare.' There are bonuses for removing all the pins (see 'Scoring' below).
7. Play then passes to the next learner and continues this way until all the learners have completed the frame.
8. Play then continues with the next frame. The final or tenth frame of a game may involve 3 rolls of the ball.
9. A pin is only considered knocked over if it falls completely – a pin that wobbles does not count as knocked down.
10. Scoring:
  - a. A point is awarded for every pin the learner knocks down in his / her 2 throws.
  - b. If the learner scores a strike, she/he receives a 10 for the frame, and all the pins need to be set up again. The learner is then given 2 more opportunities to bowl. When the next 2 balls are bowled, the score from each of these 2 balls is doubled (ie the learner receives 2 points for every pin/bottle knocked down in these 2 balls).
  - c. If the learner scores a spare, she/he receives 10 for the frame, and all the pins need to be set up again. The learner then gets one more opportunity to bowl. When the next ball is bowled, the score from this ball is doubled (ie the learner receives 2 points for every pin/bottle knocked down with this extra ball).
  - d. If the learner scores 2 or more strikes in a row, the score for the next ball is tripled (that is, the learner receives 3 points for every pin/bottle knocked down with this ball).
11. The scores are added up cumulatively as the game progresses and the player with the highest total is the winner.

(Adapted from [www.wikipedia.com](http://www.wikipedia.com))

##### Activity 3: Cool-down (10 minutes)

Plan a cool-down exercise based on the cool-down and stretching exercises found on page 8.

#### 4 Assessment

- Complete the 'Learner assessment' according to the mark allocation in the table ('Checklist for evaluation')
- Mark off participation in lesson on the class list and complete the 'Checklist for evaluation' on the next page.

## Grade 11

### Lesson 3: Checklist for evaluation

Activity	Question	Yes	No
Playing ten-pin bowling	<ul style="list-style-type: none"> <li>Can learners roll a ball accurately to knock down as many coke bottles as possible?</li> <li>Are they familiar with how to score in ten-pin bowling?</li> <li>Were they able to participate in a game of ten-pin bowling?</li> </ul>		
Teacher reflection	<ul style="list-style-type: none"> <li>Do you think the learners enjoyed playing ten-pin bowling?</li> <li>Do you think this activity has shown them a fun new way to develop sports skills and get active?</li> </ul>		
	<ul style="list-style-type: none"> <li>If you had to repeat the lesson, what improvements would you make to it?</li> </ul>		
Learner assessment	<ul style="list-style-type: none"> <li>Exceptional level of skill – movements always produce the desired outcome (8 to 10 marks)</li> <li>Efficient, effective and appropriate – movements mostly produce the correct desired outcome (5 to 7 marks)</li> <li>Requires further attention and refinement – lapses in movements which do not always produce the desired outcome (3 to 4 marks)</li> <li>Very clumsy and/or ineffective – movements do not produce the desired outcome at all (0 to 2 marks).</li> </ul>		

## Grade 11

### Bowling score sheet

NAME	1	2	3	4	5	6	7	8	9	10	TOTAL SCORE

NAME	1	2	3	4	5	6	7	8	9	10	TOTAL SCORE

## Grade 11

## Lesson 4

Lesson plan			
Lesson theme	Play modified handball	Grade	11
Duration	50 minutes	Date/week	
<b>Context</b>			
<ul style="list-style-type: none"> <li>Recreation and physical wellbeing</li> <li>Movement focus: Sports and games.</li> </ul>			
<b>Linking with previous lesson</b>		<b>Linking with next lesson</b>	
<ul style="list-style-type: none"> <li>Learners develop sports skills and get active outdoors.</li> </ul>		N/a.	
<b>Core knowledge</b>			
<ul style="list-style-type: none"> <li>Know how to play handball.</li> </ul>			
<b>Learning activities and assessment</b>			
<ul style="list-style-type: none"> <li>Warm-up</li> <li>Learners do various drills to develop skills for handball, such as the lob pass, bounce pass and shoulder pass</li> <li>They then play a game of handball</li> <li>Cool-down.</li> </ul>			
<b>Forms of assessment</b>		<b>Resources</b>	
<ul style="list-style-type: none"> <li>Checklist</li> <li>See 'Learner assessment' in the 'Checklist for evaluation' at the end of the lesson.</li> </ul>		<ul style="list-style-type: none"> <li>Open field or large gym</li> <li>Small balls such as a 6" (15.24cm) soccer ball.</li> </ul>	
<b>Expanded opportunities</b>		<b>Teacher reflection</b>	
<ul style="list-style-type: none"> <li>Encourage learners to play this game at the park or at home with friends and family.</li> </ul>		<ul style="list-style-type: none"> <li>The activities show learners fun new ways to get physically active and fit.</li> </ul>	

## Grade 11

## Lesson 4: Play modified handball (50 minutes)

### 1 Outcomes

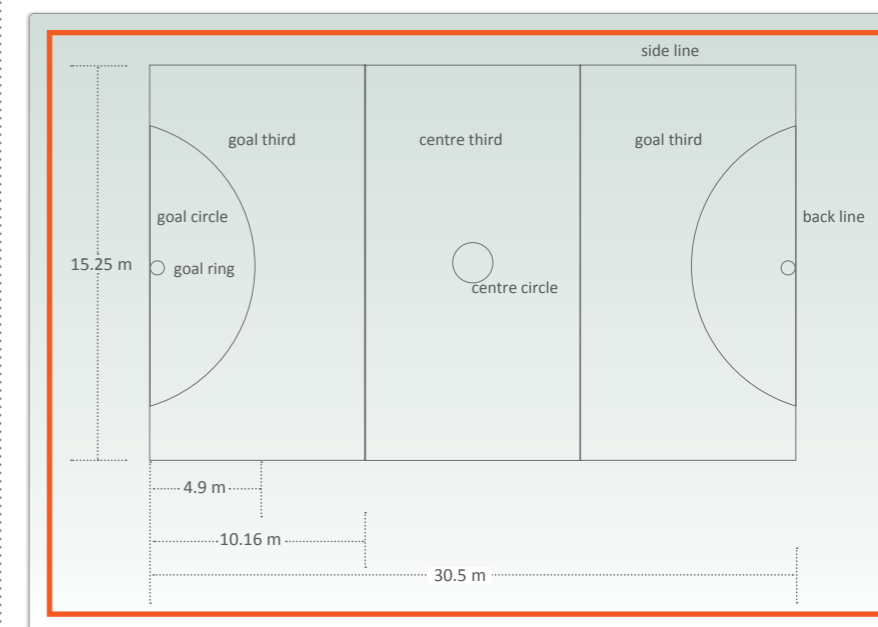
By the end of the lesson learners should be able to:

- Accurately and effectively pass a ball using a number of different styles of passing
- Catch a ball effectively.

### 2 Teacher's corner

**Setting up**

- Divide the learning area into a number of courts each with a halfway line
- Create a goal, approximately 3 metres wide, at both ends of each court. Poles and rope can be used to achieve this
- Mark off the goalie area (a semi-circle area extending from the goal, which should be appropriate to the size of the playing area)
- Mark a penalty spot within this area.



**For lesson 4 you'll need the following equipment:**

- Open field or large gym
- Small balls such as a 6" (15.24cm) soccer ball.



## Grade 11

### 3 Activities

#### Activity 1: Warm-up (5 minutes)

Learners complete the worksheet for this lesson.

Plan a warm-up exercise based on the warm-up and dynamic stretching exercises found on pages 3 to 7.

#### Activity 2: Throwing and catching drills (15 minutes)

##### The shoulder-pass drill

In pairs, learners must stand approximately 3 metres apart and throw a ball repeatedly to each other following the description outlined below:

1. Hold the ball just off the palm of the hand with the fingers well spread.
2. Stand with one foot in front of the other. If the throwing arm is the right arm, the left foot should be the front foot.
3. The ball is held in the hand at shoulder-height of the throwing arm.
4. As the ball is released, the learner's weight must be transferred from the back foot to the front foot in the direction of the target.
5. Learners must carry out a follow-through action with the throwing arm.

##### The bounce-pass drill

In pairs, learners must stand approximately 1.5 metres apart and throw a ball repeatedly to each other following the description outlined below:

1. Hold the ball firmly in both hands at chest-height and point it in the direction you wish to pass it.
2. Bend knees slightly to maintain a good stance and balance.
3. The ball should be released when it is at about waist-height.
4. For additional power, use the wrist and fingers to flick the ball at the point of release.
5. The balls should bounce about 2/3 of the distance between the thrower and the catcher.
6. The ball should reach the receiver at approximately waist-height for easy catching.

##### The lob-pass drill

In pairs, learners must stand approximately 1.5 metres apart and throw a ball repeatedly to each other following the description outlined below:

1. Hold the ball behind the head with both hands.
2. Move the ball forward by extending the arms.
3. Use the wrist and fingers to flick the ball at the point of release.
4. The ball needs to lift in a high arc so as to go over the head of an opponent.



## Grade 11

#### Activity 3: Playing the game (20 minutes)

- Divide the class into 2 groups of equal size. If you have a large class, divide it into 4 groups of equal size and have 2 playing areas. The aim is to keep as many learners active at a time as possible
- Each team must select a goalkeeper
- Each team spreads out on its part of the field with the goalkeeper inside the goal area. The goalkeeper is allowed to move anywhere inside the goal area, but cannot leave the goal area with the ball. If the goalkeeper leaves the goal area, they become a player and while they can re-enter the goal area, they may not do this while carrying the ball
- The game begins with a 'throw-in', which is also the method used to restart the game after a goal has been scored. Once a goal has been scored, the goalkeeper throws the ball into play from anywhere within the goal area. All players must be a minimum distance of 3 metres away from the goalkeeper when this is carried out
- The learners are required to move the ball towards the opposing team's goal. This is achieved by:
  - a) Running with the ball (a player in possession of the ball may only run a maximum of 3 steps or be in possession of the ball for a maximum of 3 seconds)
  - b) Throwing and catching the ball between players in the same team
- Kicking the ball is not allowed and results in a free throw for the opposing team where the offense took place
- Players may not hold, hit, trip or push any other player. These offenses result in a free throw for the opposing team where the offense took place
- The defending team is allowed to closely mark and obstruct players, but all players must maintain a minimum distance of one metre from the player who is in possession of the ball
- If the ball goes out, a throw-in is awarded to the team that did not touch the ball last
- Any infringement within the goal area results in a penalty shot at goal and all players, excluding the goalkeeper, have to stand behind the player taking the penalty shot
- The team with the most goals wins.

#### Activity 4: Cool-down (10 minutes)

Plan a cool-down exercise based on the cool-down and stretching exercises found on page 8.

### 4 Assessment

- Complete the learner assessment according to the mark allocation in the table ('Checklist for evaluation')
- Mark off participation in lesson on the class list and complete the 'Checklist for evaluation' on the next page.

## Grade 11

### Lesson 4: Checklist for evaluation

Activity	Question	Yes	No
The shoulder-pass drill	<ul style="list-style-type: none"> <li>Are learners able to practise the shoulder-pass drill in pairs using the correct technique for throwing the ball?</li> </ul>		
The bounce-pass drill	<ul style="list-style-type: none"> <li>Are they able to practise the bounce-pass drill in pairs using the correct technique for throwing the ball?</li> </ul>		
The lob-pass drill	<ul style="list-style-type: none"> <li>Are they able to practise the lob-pass drill in pairs using the correct technique for throwing the ball?</li> </ul>		
Playing handball	<ul style="list-style-type: none"> <li>Are they able to participate in a game of handball and:               <ol style="list-style-type: none"> <li>Accurately and effectively pass a ball using the different styles of passing they learnt in the lesson?</li> <li>Catch a ball effectively?</li> </ol> </li> </ul>		
Teacher reflection	<ul style="list-style-type: none"> <li>Do you think the learners enjoyed playing handball?</li> <li>Do you think the activities have shown the learners a fun new way to get physically active and fit?</li> <li>If you had to repeat the lesson, what improvements would you make to it?</li> </ul>		
Learner assessment	<ul style="list-style-type: none"> <li>Exceptional level of skill – movements always produce the desired outcome (8 to 10 marks)</li> <li>Efficient, effective and appropriate – movements mostly produce the correct desired outcome (5 to 7 marks)</li> <li>Requires further attention and refinement – lapses in movements which do not always produce the desired outcome (3 to 4 marks)</li> <li>Very clumsy and/or ineffective – movements do not produce the desired outcome at all (0 to 2 marks).</li> </ul>		

## Grade 11

## Lesson 5

### Lesson plan

<b>Lesson theme</b>	Participate in route orienteering	<b>Grade</b>	11
<b>Duration</b>	45 to 50 minutes	<b>Date/week</b>	
<b>Context</b>			
<ul style="list-style-type: none"> <li>Recreation and physical wellbeing</li> <li>Movement focus: Recreation.</li> </ul>			
<b>Linking with previous lesson</b>		<b>Linking with next lesson</b>	
<ul style="list-style-type: none"> <li>Learners develop sports skills and improve their fitness levels.</li> </ul>		N/a.	
<b>Core knowledge</b>			
<ul style="list-style-type: none"> <li>Orienteering.</li> </ul>			
<b>Learning activities and assessment</b>			
<ul style="list-style-type: none"> <li>Warm-up</li> <li>In groups, learners use a map to locate markers in an area and then discuss their orienteering experience.</li> </ul>			
<b>Forms of assessment</b>		<b>Resources</b>	
<ul style="list-style-type: none"> <li>Peer assessment of the tasks</li> <li>Checklist.</li> </ul>		<ul style="list-style-type: none"> <li>Special-purpose maps (eg classroom map, fire escape plan, campus map etc)</li> <li>Control cards</li> <li>Markers to indicate chosen features.</li> </ul>	
<b>Expanded opportunities</b>		<b>Teacher reflection</b>	
<ul style="list-style-type: none"> <li>Encourage learners to find out more about the South African Orienteering Federation and to participate in orienteering meetings and competitions.</li> </ul>		<ul style="list-style-type: none"> <li>The activities show learners other fun ways to get active outdoors and teach them important skills for orienteering.</li> </ul>	

## Grade 11

### Lesson 5: Participate in route orienteering (50 minutes)

#### 1 Outcomes

By the end of the lesson learners should be able to:

- Accurately navigate a school-based orienteering course.

#### 2 Teacher's corner

##### Setting up

- In advance, use a map of the school to plan a string orienteering course for the school grounds
- On the map, mark the 18 locations which you want the learners to find
- Make enough copies of the map so that each group of learners has their own
- In advance, place a marker at each location using the number from the map and the appropriate letter from the phrase for the control card (you will need to think of an appropriate phrase for the learners to figure out when they have located all the markers). Never completely hide a marker – this activity is about accurate map reading, not archaeological or forensic skills.

##### For lesson 5 you'll need the following equipment:

- A special purpose map (such as a classroom map, fire escape plan, campus map or orienteering map) with the chosen course indicated (1 for each group of learners)
- Control card for each group of learners (see page 63)
- Markers to indicate the chosen features.

#### 3 Activities

##### Activity 1: Orienteering your school (40 minutes, including instruction)

1. Divide the class into groups.
2. Hand out the maps and control cards to learners and ask them to turn the maps until they line up with where they are standing in the learning area. Make sure everyone knows where they are and then explain that they should turn their bodies when they travel rather than the map.
3. Show learners a sample of the markers used.
4. Have the learners travel the course in the direction indicated on the map and locate the 18 stations.
5. Tell learners to quickly copy the letter from the marker and keep moving.
6. Tell learners they need to return to the learning area after 25 minutes even if they have not managed to locate all 18 stations.
7. Once they have completed the course and returned to the learning area, tell the learners that the letters they have copied onto their control sheet spell a word. They need to unscramble the letters to find the word.



## Grade 11

#### 4 Wrap-up (10 minutes)

- Once all the learners have returned, hold a discussion about their experiences. Ask them what they found easy, what they found challenging, how they found working as a team etc
- Ask them to rate each person in the group's performance by filling in the learners' names in their group and circling the relevant descriptor on the control card for each learner.

#### 5 Assessment

- Peer assessment: the team rates the learner's level of performance using the criteria on the control card underneath.

Control card								
<b>Instructions:</b> Travel around the course marked on the map. When you locate each numbered marker, place the letter you find there on the corresponding place below the number.								
1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18
Learner's name:				Wow (10) / looking good (7) / needs improvement (4) / limited input (2)				
Learner's name:				Wow (10) / looking good (7) / needs improvement (4) / limited input (2)				
Learner's name:				Wow (10) / looking good (7) / needs improvement (4) / limited input (2)				
Learner's name:				Wow (10) / looking good (7) / needs improvement (4) / limited input (2)				
Learner's name:				Wow (10) / looking good (7) / needs improvement (4) / limited input (2)				

Lesson 5: Checklist for evaluation			
Activity	Question	Yes	No
Orienteering the school grounds	• Were learners able to locate markers in an orienteering course using a map?		
Teacher reflection	• Were learners able to discuss their orienteering experiences?		
	• Did they manage to work well together in their teams?		
Learner assessment	• Do you think they enjoyed learning new skills for orienteering and getting active outdoors?		
	• If you had to repeat the lesson, what improvements would you make to it?		
	• The team rates the learner's level of performance using the criteria on the control card.		



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