



SPORTS  
SCIENCE  
INSTITUTE OF  
SOUTH AFRICA



# Physical activity lesson plans

Grade 12



High

school

# Physical activity lesson plans

Grades 12



## Warm-up and cool-down exercises

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

## Grade 12 lesson plans

Lesson 1: Participate in an exercise circuit	9
Lesson 2: Play rounders (focus on fielding)	13
Lesson 3: Play a game of French cricket	19
Lesson 4: Planning a route for competition	22
Lesson 5: Participate in an orienteering race day	26

A CATHSSETA-accredited training provider. 613/P/000126/2008

## Grade 12

## 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 12

### 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 12

### 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 12

### 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.

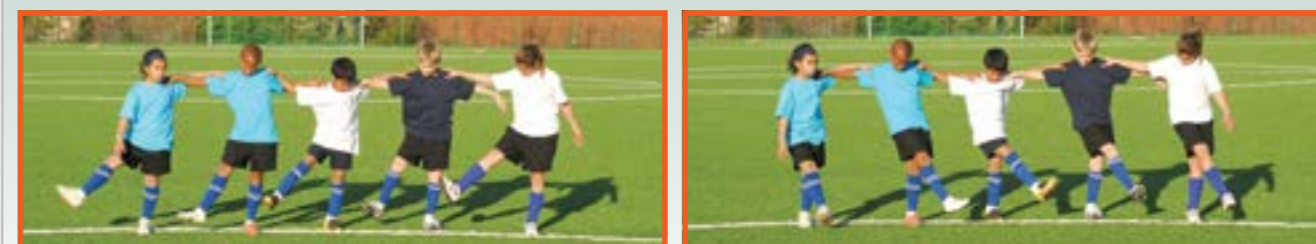
### 7 Stretching exercise 7



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 12

### 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 12

## 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 12

## Lesson 1

Lesson plan			
Lesson theme	Participate in an exercise circuit	Grade	12
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>			
Linking with previous lesson		Linking with next lesson	
N/a.		<ul style="list-style-type: none"> <li>Learners improve their fitness levels.</li> </ul>	
<b>Core knowledge</b>			
N/a.			
<b>Learning activities and assessment</b>			
<ul style="list-style-type: none"> <li>Warm-up</li> <li>Learners do an exercise circuit that builds aerobic endurance through varied-pace rhythmical exercises</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>Whistle</li> <li>Stopwatch</li> <li>Skipping ropes</li> <li>Approximately 4 bags of sand weighing 1kg each</li> <li>Staircase or a bench</li> <li>Signs to signify stations.</li> </ul>	
<b>Expanded opportunities</b>		<b>Teacher reflection</b>	
<ul style="list-style-type: none"> <li>Explain to learners the benefits of doing aerobic exercise and what other activities they can do to improve their aerobic endurance.</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 12

## Lesson 1: Participate in an exercise circuit (50 minutes)

### 1 Outcomes

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

- Work at improving their aerobic endurance (the ability of the heart and lungs to deliver more oxygen to the muscles) through a series of varied-pace rhythmical exercises.

### 2 Teacher's corner

**Setting up**

- This lesson should ideally be carried out in an area that is near a staircase
- Set up the stations and then post signs so that the learners know what to do at each station. Number each one so that learners can continue in sequence (eg Station 1: Stepping, Station 2: Knee-ups etc).

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

- Whistle
- Stopwatch
- Skipping ropes (1 for each learner)
- Bags of sand weighing 1kg each
- Staircase – if you have not got access to a staircase, substitute the stepping exercises with jogging on the spot with knees up. Alternatively, you can get learners to step up onto and off of a bench
- Signs to signify stations.

### 3 Activities

#### Activity 1: Warm-up (10 minutes)

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

#### Activity 2: Circuit exercises (30 minutes, including instruction)

- Inform learners that they may start the circuit at any station and that every alternate station of the circuit is stepping.
- Each station of the circuit is 1 minute in duration and learners need to move from one station to the next at the blow of the whistle.
- A description of the techniques involved at each station is included in the section 'Additional information for teachers' on page 67.

## Grade 12

3. A description of the techniques involved at each station is included in the section 'Additional information for teachers' on page 67.

4. Start session:

- a) Station 1: Stepping
- b) Station 2: Knee-ups
- c) Station 3: Stepping
- d) Station 4: Weight lifting (bags of sand) with palms facing up
- e) Station 5: Stepping
- f) Station 6: Sit-ups
- g) Station 7: Stepping
- h) Station 8: Weight lifting (bags of sand) with palms facing down
- i) Station 9: Stepping
- j) Station 10: Leg raises
- k) Station 11: Stepping
- l) Station 12: Abdominal crunches
- m) Station 13: Stepping
- n) Station 14: Star jumps
- o) Station 15: Stepping
- p) Station 16: Squats
- q) Station 17: Stepping
- r) Station 18: Skipping
- s) Station 19: Stepping
- t) Station 20: Push-ups.

### 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 below ('Checklist for evaluation')
- Mark off participation in lesson on the class list and complete the 'Checklist for evaluation' below.

#### Lesson 1: Checklist for evaluation

Activity	Question	Yes	No
Circuit exercises	• Can learners complete all the stations of the circuit and perform the correct technique for each?		
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	<ul style="list-style-type: none"> <li>• Completed the circuit and worked very hard (9 to 10 marks)</li> <li>• Completed the circuit and worked quite hard (6 to 8 marks)</li> <li>• Completed the circuit but did not work very hard (3 to 5 marks)</li> <li>• Did not complete the circuit (0 to 2 marks)</li> </ul>		

## Grade 12

### 5 Additional information for teachers

#### Station 4: Weight lifting with palms up (bicep curls)

Learners hold a bag of sand in their hands, which they hang down by their sides with palms facing forwards. The weight is then lifted up by bending the elbows until the hands are up by the shoulders. This can either be performed with both arms or one arm at a time.

#### Station 6: Sit-ups

Learners perform as many level 1 sit-ups as they can in 1 minute. A level 1 sit-up is performed with the legs bent, knees at right angles and the feet on the ground being held by a partner (or clasped around the ankles of a learner lying at 180° so that both sets of feet are secure). Hands must be clasped behind the head. Learners must start with their shoulder blades on the floor and then sit up so that their elbows touch their knees.

#### Station 8: Weight lifting with palms facing down

Learners hold a bag of sand in their hands, which they hang down by their sides with palms facing backwards. The weight is then lifted by raising the hands up to the shoulders. This can either be performed with both arms or one arm at a time.

#### Station 10: Leg raises

Learners lie on their backs with knees slightly bent and hands under their hips, and then raise and extend their legs about 30cm off the ground.

#### Station 12: Abdominal crunches

Learners lie on their backs with their knees bent and their feet on the floor. The crunch is then performed with the chin tucked in and the head and shoulders raised until the shoulder blades are off the floor.

#### Station 16: Squats

Learners perform the squat by bending their legs at the knees and hips, lowering their torso between their legs, and then standing up straight again. The torso should lean slightly forward to maintain balance. The back must not 'round out' or injury can occur. The heels must remain on the ground at all times.

#### Station 20: Push-ups

- Perform as many correctly done push-ups as you can in 1 minute. If a 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, 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. When they go down, learners must be low enough so that they can touch their partner's fists on the floor, or so that there is a 90° angle at the elbows. See page 38.

## Grade 12

## Lesson 2

Lesson plan			
Lesson theme	Play rounders (focus on fielding)	Grade	12
Duration	50 minutes	Date/week	
<b>Context</b>			
<ul style="list-style-type: none"> <li>Recreation and physical wellbeing</li> <li>Movement focus: Sport and games.</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>Learners develop sports skills.</li> </ul>	
<b>Core knowledge</b>			
<ul style="list-style-type: none"> <li>Know how to play rounders.</li> </ul>			
<b>Learning activities and assessment</b>			
<ul style="list-style-type: none"> <li>Warm-up</li> <li>Learners participate in a fitness game that builds aerobic endurance</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>Tennis balls</li> <li>A tennis racquet</li> <li>Rounders or baseball bat</li> <li>Cones to be used as bases (5 cones per playing area).</li> </ul>	
<b>Expanded opportunities</b>		<b>Teacher reflection</b>	
<ul style="list-style-type: none"> <li>Explain to learners the benefits of playing rounders and encourage them to play it at home or at a park with friends and family.</li> </ul>		<ul style="list-style-type: none"> <li>The activities teach learners important sports skills and show them other fun ways to get active outdoors.</li> </ul>	

## Grade 12

## Lesson 2: Play rounders (focus on fielding) (50 minutes)

### 1 Outcomes

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

- Accurately throw a tennis ball
- Catch a tennis ball moving towards both the left side and the right side of their bodies
- Stop a rolling ball, pick it up and release it as quickly as possible
- Move quickly between rounders bases.

### 2 Teacher's corner

**Setting up**

- Divide the learning area into the required number of playing areas (pitches) depending on your class size
- Set up these pitches to resemble the diamond illustrated in the 'Additional information for teachers' section of this lesson plan on page 72.

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

- A bucket of tennis balls
- A tennis racquet
- Rounders or baseball bat
- Cones to be used as bases (5 cones per playing area).

### 3 Activities

#### Activity 1: Warm-up (10 minutes)

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

#### Activity 2: Box fielding (10 minutes)

- Set up the playing area so that there are 4 bases spread 12 metres apart to form a diamond.
- Divide the class into 4 equal groups. If the class is large, divide it into 8 groups and set up the playing area for 2 of these drills.
- Assign each group to a base and have the learners line up one behind the other at their base.
- The learners at the front of base 2 and home base must each have a ball.
- The learner at base 2 rolls the ball to base 3 and, at the same time, the learner at home base rolls the ball to base 1. These two learners then run to the back of the line at the base they rolled the ball to.
- The learner at the front of the line at base 1 picks up the ball and throws it to the new learner at the front of base 2. At the same time, the learner at base 3 picks up the ball and throws it to the new learner at the front of home base. These 2 learners then run to the back of the line at the base they threw the ball to.
- This process is then repeated until all the learners have participated in both the rolling-and-fielding and throwing-and-fielding activities a number of times.



## Grade 12

### Activity 3: Long-range fielding (10 minutes)

1. The teacher stands at home base with a bucket of balls and a tennis racquet.
2. Divide the class into 2 groups and have one group stand in a line at first base and the other group stand in a line at third base.
3. The teacher then hits the ball towards the learner in front of first base so that the learner has to move to their right to catch the ball. This is then repeated for the learner in front of third base. After catching the ball, the learner runs to put the ball back into the teacher's bucket and then joins the back of the line.
4. Once all the learners have had a turn, the process is repeated, but this time the players are required to move to their left to catch the ball.

### Activity 4: Play a game of rounders (20 minutes)

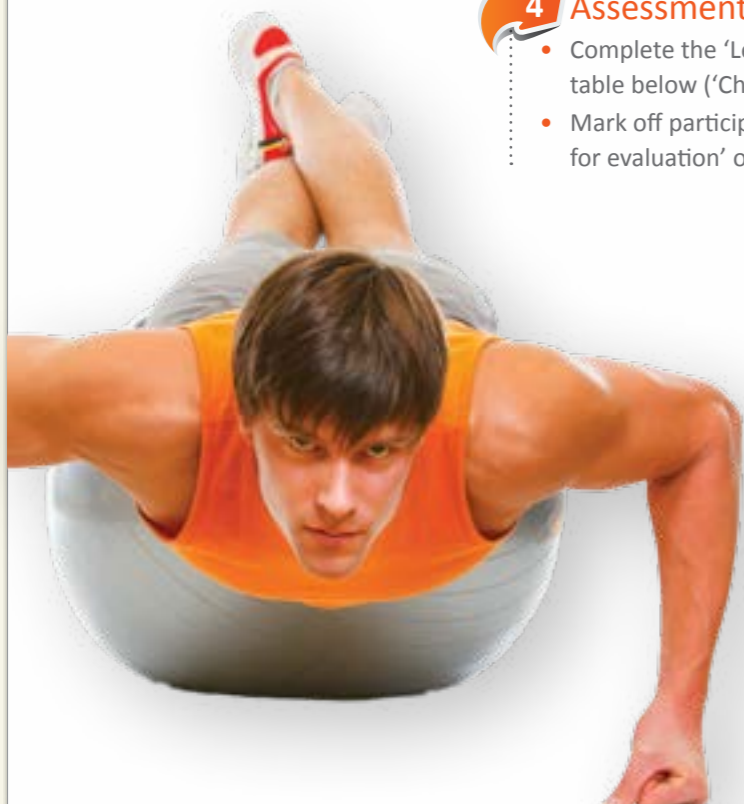
1. Create 2 or 4 teams of equal numbers according to your class size (it is recommended that you have a maximum of 9 learners in a team).
2. Emphasise to learners that the skill focus for the lesson is fielding.
3. Allow learners to play rounders so that one team bats for the first 10 minutes while the opposing team fields. Swap this around for the remaining 10 minutes.
4. The rules of rounders are included in the 'Additional information for teachers' section on page 72.

### Activity 5: Cool-down (5 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 below ('Checklist for evaluation')
- Mark off participation in lesson on the class list and complete the 'Checklist for evaluation' on the next page.



## Grade 12

### Lesson 2: Checklist for evaluation

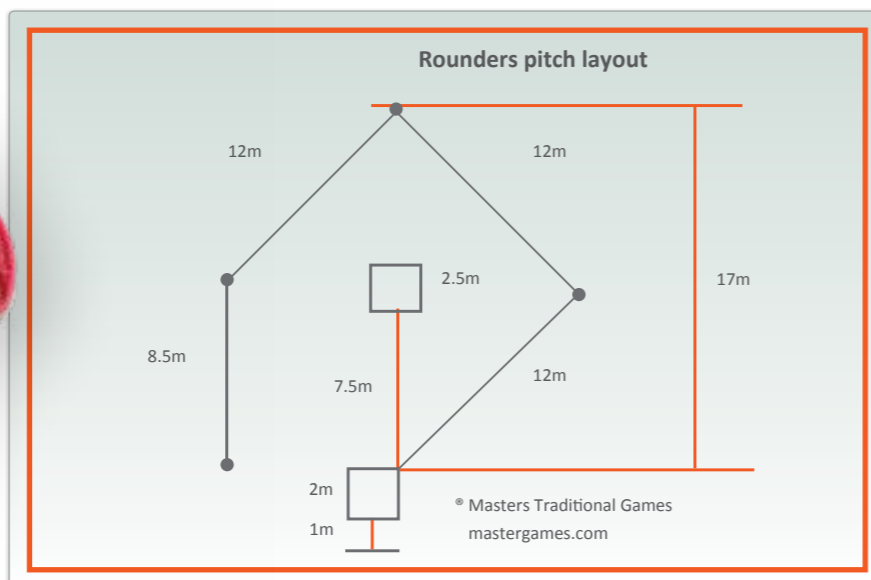
Activity	Question	Yes	No
Box fielding	<ul style="list-style-type: none"> <li>• Can learners stop a rolling ball, pick it up and release it as quickly as possible?</li> <li>• Can they accurately roll a ball to another learner?</li> <li>• Can they accurately throw a tennis ball to another learner?</li> <li>• Can they move quickly between rounders bases?</li> </ul>		
Long range fielding	<ul style="list-style-type: none"> <li>• Can they catch a tennis ball moving towards both the left side and the right side of their bodies?</li> </ul>		
Playing rounders	<ul style="list-style-type: none"> <li>• Are they able to participate in a game of rounders and use the fielding skills learnt in the lesson?</li> </ul>		
Teacher reflection	<ul style="list-style-type: none"> <li>• Do you think the learners enjoyed playing rounders?</li> <li>• Do you think the activities showed learners a fun new way to get active outdoors and improve their sports skills?</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 12

### 5 Additional information for teachers

#### Pitch layout

Set up a playing field like the one below. The dimensions can be adapted to suit a different sized playing areas.



#### Rules of play (Downloaded from [www.roundersonline.net](http://www.roundersonline.net))

Each team has 2 innings and all members of the team must have a chance at batting. The innings is over when all the batting players are either out or at a base, so that there is no-one left to face the next ball.

One by one the batters line up to take their turn in the batting square, and the bowler throws the ball towards the batter.

#### Bowling and no-balls

The bowler must bowl a ball towards the batter so that:

- It is thrown with a smooth underarm action
- The ball arrives within the batter's square without a bounce
- The ball is above the batter's knee, below the head and not at the body
- The bowler's feet are inside the bowler's square when the ball is bowled.

Batters can attempt to hit a no-ball and then run if they want to, even if they didn't hit the ball; however, the batter cannot return to the batter's square once first base is reached. If 2 consecutive no-balls are bowled to the same batter, the batter scores a half-rounder.

## Grade 12

#### Batting

The batter gets one chance to hit the ball and must run even if the ball is not struck (except in the case of no-balls). If the ball is hit behind the batting square, or not hit at all, the batter may only run to first base. Otherwise the batter can run around as many of the bases as possible and stop at a base only when he/she thinks there is a danger of the next base being 'stumped'.

If the batter stops at either first, second or third base without being out, he/she must stay at that base (and must keep in contact with it) until the next ball is bowled. As soon as the ball leaves the bowler's hand, a batter on a base can run to the next base if they wish, even if a no-ball is called.

Once the fourth base is reached, the person goes to the back of the batter's line and awaits their next turn to bat.

The batter is out if she/he:

- Hits the ball and it is caught without a bounce
- Runs to a base that gets 'stumped' – a fielder touches it with the ball
- Does not run to the next base when the next batter catches up with him/her (2 batters cannot be at the same base)
- Runs on the inside of a base
- Loses contact with a base when the bowler has the ball inside the bowler's square
- Overtakes a fellow batter when running around the bases
- Obstructs a fielder when not running between bases
- Has a foot outside the batter's square when the ball is bowled.

#### Scoring rounders

A score is immediately posted in the following situations:

- If a bowler bowls 2 consecutive no-balls to the same batter, a half-rounder is scored
- If the batter hits the ball (or is bowled a no-ball) and then reaches the fourth base, a rounder is scored
- If the batter fails to hit the ball and reaches the fourth base, a half-rounder is scored
- If the batter hits the ball and reaches the second base, a half-rounder is scored
- If a fielder obstructs a batter running to a base, a half-rounder is scored
- If a batter waits at either first, second or third base and then proceeds to fourth base when the next ball is bowled, a half-rounder is scored.

#### Winning

When both sides have played both innings, the side with the most rounders wins.

## Grade 12

## Lesson 3

Lesson plan			
Lesson theme	Play a game of French cricket	Grade	12
Duration	50 minutes	Date/week	
<b>Context</b>			
<ul style="list-style-type: none"> <li>Recreation and physical wellbeing</li> <li>Movement focus: Sport 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 French cricket.</li> </ul>			
<b>Learning activities and assessment</b>			
<ul style="list-style-type: none"> <li>Warm-up</li> <li>Learners play a game of French cricket</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>Tennis balls</li> <li>Cricket bats.</li> </ul>	
<b>Expanded opportunities</b>		<b>Teacher reflection</b>	
<ul style="list-style-type: none"> <li>Explain to learners the benefits of playing French cricket and encourage them to play it at home or at a park with friends and family.</li> </ul>		<ul style="list-style-type: none"> <li>The activities teach learners important sports skills and show them fun new ways to get active outdoors.</li> </ul>	

## Grade 12

## Lesson 3: Play a game of French cricket (50 minutes)

### 1 Outcomes

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

- Accurately throw a tennis ball underarm to hit a target (the legs of the batsman)
- Hit a tennis ball in a controlled manner in order to place maximum distance between themselves and where the ball lands
- Defend their wicket (their legs)
- Have fun outdoors with their friends.

### 2 Teacher's corner

**Setting up**

- Divide the learning area into the required number of playing areas depending on your class size
- In each playing area, mark off the batsman's circle with rope. For fielders' safety, this circle should be about 4 metres in diameter.

**For lesson 3 you'll need the following equipment**

- A bucket of tennis balls (1 tennis ball for every 10 learners is ideal)
- A number of cricket bats or tennis racquets (1 for every 10 learners is ideal).

### 3 Activities

#### Activity 1: Warm-up (10 minutes)

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

#### Activity 2: Playing French cricket (35 minutes)

- Divide the class into groups of approximately 10 learners, depending on your class size.
- One learner is the batsman and stands in the centre of the marked circle.
- The first ball is bowled by one of the other learners from a distance 10 metres away from the batsman.
- All balls are bowled underarm.
- The batsman is required to block and defend the wicket; the batsman's legs will take the place of the stumps. Batsmen are not allowed to move legs or feet, but may turn their bodies to defend their legs for a ball coming from behind.
- Any fielder can bowl to the batsman once the first ball has been bowled and this can come from any angle, including from behind the batsman.
- No fielder or bowler may enter the batsman's circle at any time.
- Batsmen are out when the ball hits them beneath the knees or when they are caught out.
- The learner who bowled the ball normally replaces the batsman, but this can be altered to ensure that all learners have an opportunity to bat.
- The fielders may pass the ball between each other to get the ball closer to the batsman before bowling, or to change the direction/angle from which the ball will approach the batsman.

## Grade 12

### Activity 3: Cool-down (5 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 below ('Checklist for evaluation')
- Mark off participation in lesson on the class list and and complete the 'Checklist for evaluation' below.

### Lesson 3: Checklist for evaluation

Activity	Question	Yes	No
Playing French cricket	<ul style="list-style-type: none"> <li>• Can learners accurately throw a tennis ball underarm to hit a target (the legs of the batsman)?</li> <li>• Are they able to hit a tennis ball in a controlled manner in order to place maximum distance between themselves and where the ball lands?</li> <li>• Are they able to block or defend their wicket (their legs)?</li> <li>• Are they able to participate in a game of French cricket?</li> </ul>		
Teacher reflection	<ul style="list-style-type: none"> <li>• Do you think the learners enjoyed playing French cricket?</li> <li>• Do you think this activity showed learners a fun new way to get active outdoors and improve their sports skills?</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 12

## Lesson 4

### Lesson plan

Lesson theme	Planning a route for competition	Grade	12
Duration	50 minutes	Date/week	
<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 get active outdoors.</li> </ul>		<ul style="list-style-type: none"> <li>• Learners develop skills for orienteering.</li> </ul>	
<b>Core knowledge</b>			
<ul style="list-style-type: none"> <li>• Know how to calculate distance and bearing on a map.</li> </ul>			
<b>Learning activities and assessment</b>			
<ul style="list-style-type: none"> <li>• Learners plan their course for race day and decide which route they will follow in order to complete the course in the fastest time possible.</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>• A special-purpose map (such as a classroom map, fire escape plan, school grounds map or orienteering map)</li> <li>• Control cards</li> <li>• Markers</li> <li>• Compasses</li> <li>• Tape measure.</li> </ul>	
<b>Expanded opportunities</b>		<b>Teacher reflection</b>	
<ul style="list-style-type: none"> <li>• Encourage learners to find out more about orienteering and join an orienteering club.</li> </ul>		<ul style="list-style-type: none"> <li>• The activities teach learners important skills for orienteering, as well as the importance of working together in a team.</li> </ul>	

## Grade 12

### Lesson 4: Planning a route for competition (50 minutes)

#### 1 Outcomes

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

- Accurately calculate distance on a map
- Accurately calculate bearing on a map
- Make informed decisions regarding how best to reach a station
- Make informed decisions regarding how best to complete a school-based orienteering course in the shortest time possible.

#### 2 Teacher's corner

Setting up

- In advance, plan an orienteering course with nine locations that learners must find
- Accurately measure each location and record its compass bearing (heading) from the starting point
- These locations should be at places both along linear features, such as paths, as well as off track. Learners will then need to make a decision regarding the best way to reach a station, taking into consideration any possible obstacles in the course
- On the control card, provide learners with the distance and compass bearing reference for each location
- Make enough copies of the map for each group of learners to have their own.

For lesson 4 you'll need the following equipment

- A special-purpose map (such as a classroom map, fire escape plan, school grounds map or orienteering map) with the chosen course indicated (1 for each group of learners)
- Control card for each group of learners (see page 79)
- Markers to indicate the chosen features
- Compass (1 for each group of learners)
- Tape measure.

#### 3 Activities

**Activity 1: Planning the course (40 minutes, including instruction)**

1. Divide the class into groups and hand out the maps and control cards to learners.
2. Have learners turn their maps until they line up with where they are standing in the learning area. Once they have done this and everyone knows where they are, explain that they should now turn their bodies rather than the map when they travel.
3. Tell learners they need to plot on their maps where they can expect to find the 9 stations based on the distances and bearings/headings provided on the control card.
4. Tell learners that once they have plotted the 9 stations on their maps, they need to decide as a group on the best route to follow in order to complete the course in the fastest time possible. Emphasise that they will be competing against other groups and they will be assessed on the time taken to complete the course.



## Grade 12

5. Remind learners that when planning their route, they need to identify any obstacles in their path and plan so that they will know how to overcome these on race day.
6. Learners need to plot their route on the map and provide annotation that identifies obstacles and how they plan to overcome these.

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

- Learners need to hand in their maps, score cards and other equipment, which will be made available to them in the next lesson, 'Race day'
- Ask them to rate each person in the group's contribution to the lesson 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 below
- Mark off participation in lesson on the class list and complete the 'Checklist for evaluation'.

#### Control card

**Instructions:** Travel the course following the references for each location provided on the control card. When you locate each numbered marker, place the letter you find there on the corresponding place below the number.

Station	2	3	4	5	6	7	8	9	10
Letter on marker at station									
Distance from start									
Bearing/heading from start									

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)

## Grade 12

### Lesson 4: Checklist for evaluation

Activity	Question	Yes	No
Planning the course	<ul style="list-style-type: none"> <li>Are learners able to accurately calculate distance on a map?</li> <li>Are they able to accurately calculate bearing on a map?</li> <li>Are they able to make informed decisions regarding how best to reach a station?</li> <li>Are they able to make informed decisions regarding how best to complete a school-based orienteering course in the shortest time possible?</li> </ul>		
Teacher reflection	<ul style="list-style-type: none"> <li>Did learners work well together in their teams?</li> <li>Do you think they enjoyed putting their orienteering skills into practise?</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>The team rates the learner's level of performance using the criteria on the control card.</li> </ul>		

## Grade 12

## Lesson 5

### Lesson plan

<b>Lesson theme</b>	Participate in an orienteering race day	<b>Grade</b>	12
<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: Recreation.</li> </ul>			
<b>Linking with previous lesson</b>		<b>Linking with next lesson</b>	
<ul style="list-style-type: none"> <li>Learners develop skills for orienteering.</li> </ul>		N/a.	
<b>Core knowledge</b>			
<ul style="list-style-type: none"> <li>Know how to calculate distance and bearing on the ground.</li> </ul>			
<b>Learning activities and assessment</b>			
<ul style="list-style-type: none"> <li>Learners aim to travel a course in the shortest time possible following the map and annotated route notes they made in the previous lesson.</li> </ul>			
<b>Forms of assessment</b>		<b>Resources</b>	
<ul style="list-style-type: none"> <li>Peer assessment</li> <li>Checklist.</li> </ul>		<ul style="list-style-type: none"> <li>A special-purpose map (such as a classroom map, fire escape plan, school grounds map or orienteering map)</li> <li>Control cards</li> <li>Markers</li> <li>Compasses</li> <li>Tape measure.</li> </ul>	
<b>Expanded opportunities</b>		<b>Teacher reflection</b>	
<ul style="list-style-type: none"> <li>Encourage learners to find out more about orienteering and join an orienteering club.</li> </ul>		<ul style="list-style-type: none"> <li>The activities teach learners important skills for orienteering, as well as the importance of working together in a team.</li> </ul>	

## Grade 12

### Lesson 5: Participate in an orienteering race day (50 minutes)

#### 1 Outcomes

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

- Accurately calculate distance on the ground
- Accurately calculate bearing on the ground
- Follow a map and annotated route notes
- Complete a school-based orienteering course in the shortest time possible.

#### 2 Teacher's corner

##### Setting up

- In advance, plan an orienteering course with 9 locations learners must find – these locations should be at the places set up for the previous lesson
- In advance, place a marker at each location. Never completely hide a marker – this activity is about accurate map reading, not archaeological or forensic skills
- Accurately measure each location and record its compass bearing (heading) from the starting point
- Provide learners with the control cards and maps from the previous lesson.

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

- A special-purpose map (such as a classroom map, fire escape plan, school grounds map or orienteering map) with the chosen course indicated (1 for each group of learners)
- Control card for each group of learners (see page 84)
- Markers to indicate the chosen features
- Compass (1 for each group of learners)
- Tape measure.

#### 3 Activities

##### Activity 1: Completing the course (40 minutes, including instruction)

1. Hand out the maps, control cards and other equipment to the groups.
2. Show learners a sample of the markers used.
3. Explain to them that they must travel the course following the map and annotated route notes they made in the previous lesson.
4. Tell learners they must quickly copy the letter from the marker found at each station and then keep moving.
5. Tell learners that they need to return to the learning area in the shortest time possible and that they will be assessed on the time taken for them to complete the course.
6. Once you have explained this to them, send learners off to complete the course.



## Grade 12

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

- Check control cards to ensure that all 9 stations have been recorded correctly using the letter on the marker at each station
- 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.

For those learners interested in furthering their orienteering skills or joining an orienteering club, information can be found on the South African Orienteering Federation website, [www.saof.org.za](http://www.saof.org.za). This website provides details of clubs and their websites, as well as a calendar of events.

#### 5 Assessment

- Peer assessment: the team rates the learner's level of performance using the criteria on the control card below
- Mark of participation in lesson on the class list and complete the 'Checklist for evaluation' below.

Lesson 5: Checklist for evaluation			
Activity	Question	Yes	No
Completing the course	• Are learners able to travel a course following a map and annotated route notes?		
	• Are they able to accurately calculate distance on the ground? • Are they able to accurately calculate bearing on the ground? • Are they able to complete a school-based orienteering course in the shortest time possible?		
Teacher reflection	• Were the learners able to discuss their orienteering experiences? • Did learners work well together in their teams? • Do you think the learners enjoyed learning new skills for orienteering and getting active outdoors?		
	• If you had to repeat the lesson, what improvements would you make to it?		
Learner assessment	• The team rates the learner's level of performance using the criteria on the control card.		

## Grade 12

### Control card

**Instructions:** Travel the course following the references for each location provided on the control card. When you locate each numbered marker, place the letter you find there on the corresponding place below the number.

Station	2	3	4	5	6	7	8	9	10
Letter on marker at station									
Distance from start									
Bearing/heading from start									
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)								

Discovery has endeavoured to ensure that all the information contained in the lesson plans and supporting literature is accurate and based on credible clinical and scientific research. Discovery cannot however, be held responsible for any injury, loss or damages that may result from reliance on the information, and by utilising the information the user specifically waives any claim it may have against Discovery in this regard. Users are advised that each individual has their own unique clinical make-up and while the lesson plans were designed with all individuals in mind, some may respond differently to others. Users are therefore advised to take due caution when participating in any of the activities recommended.







Discovery Vitality | 155 West Street | Sandton | 0860 109 939 | [www.vitalityschools.co.za](http://www.vitalityschools.co.za) | [vitalityschools@discovery.co.za](mailto:vitalityschools@discovery.co.za)