

KaziKidz Pre-Primary Teaching Material for Physical Education

A School Readiness Programme

Resources for Pre-Primary Teachers

NAMIBIAN EDITION







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The development of the Pre-Primary teaching and learning material has taken place in collaboration with a research team from the University of Basel, Basel, Switzerland, the University of Namibia, Windhoek, Namibia, the National Institute for Educational Development (NIED), Okahandja, Namibia, the Swiss Tropical and Public Health Institute, Basel, Switzerland, and the Nelson Mandela University, Gqeberha, South Africa. In addition, the head teachers and teachers of the pilot schools (Oponganda Pre-Primary School, Khomasdal Primary and Gammans Primary School, all in Windhoek, Namibia) provided valuable input in the development of the *KaziKidz* teaching materials.

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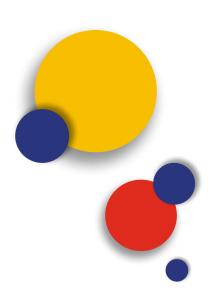
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*Formerly known as Port Elizabeth





Contents

	1.1	How To Use This Book	6
	п	Figures And Tables	7
	Ш	Prefaces	8
		UNESCO Chair Holder Prof Dr Uwe Pühse	8
		UNESCO Co-Chair Holder Prof Dr Cheryl Walter	9
		Prof Dr Cilas Wilders	10
		Dr Ivan Müller	11
	IV	Author Team	12
	V	Acknowledgements	14
	VI	Abbreviations And Acronyms	15
	VI	I Glossary Of Terms	16
1	Int	troduction	17
	1.1 \	Why do children need physical activity?	17
	1.2	Physical activity recommendations	18
	1.3	What is Quality Physical Education (QPE)?	18
2	Ra	ationale And Aim Of The <i>KaziKidz</i> Teaching Material	20
	2.1	What is the rationale of <i>KaziKidz</i> ?	20
	2.2	Aim of <i>KaziKidz</i>	21
	2.3	How does <i>KaziKidz</i> contribute to QPE?	21
3	Ec	lucational And Methodological Considerations	22
	3.1	Specification of the target group and their learners	22
	3.2	Characteristics of an easy to implement Physical Education toolkit - considerations for lesson planning	22
	3.3	Self-made equipment	27

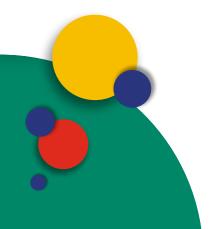
6	References	322
5	Annexes - KaziKidz Support Material	296
	4.3 Health, Hygiene and Nutrition	272
	4.2 Moving-to-Music	130
	4.1 Physical Education	30
4	The Kazikidz Teaching Material	28

I How To Use This Book

Learn More About This Book And Its Authors	8
Read Up On The Importance Of Physical Education (PE) An introduction to the core reasonings of Physical Education	17
Read Up On Methodological Principles Of Teaching A PE Lesson A recap of important things to consider in conducting good quality teaching	22
Lessons For Physical Education Classes 32 lesson templates for Pre-Primary with a duration of 30 minutes each	30
Lessons For Moving-to-Music Classes 32 lesson templates for Pre-Primary with a duration of 30 minutes each	130
Lessons For Health, Hygiene And Nutrition Classes 6 lesson templates for Pre-Primary with a duration of 30 minutes each	272

II Figures And Tables List Of Figures

Figure 1 The multi-faceted dose-response curve of exercise (Smith et al., 2018)	17
Figure 2 Strategy for inclusive Quality Physical Education according to UNESCO (Whitehead, 2010)	19
Figure 3 Timing and structure of the annual Namibian Pre-Primary curriculum (Pre-Primary Syllabus of Namibia, Okahandja, Namibia, 2023)	20
Figure 4 Dimensions and features of teaching quality in Physical Education (Herrmann et al., 2016)	24
List Of Tables	
Table 1 Template for lesson tracking in Physical Education (e.g. Pre-Primary)	26



III Prefaces



Prof Dr Uwe PühseUNESCO Chair on Physical Activity and Health in Educational Settings,
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Children love to move. They enjoy running, throwing, hopping, jumping, dancing to the music and having fun with other kids. Children learn through play, especially in the early stages of development. Promoting these processes is an elementary task of the school and especially of pre-schools. It is precisely in this phase of development that important physical, psychological and social experiences are made. So they must be part of any holistic educational effort!

However, this fact is often underestimated. Children are sometimes taught like smaller adults. And physical aspects of education are neglected - although there are clear findings from research. Movement and sport can have a positive influence on the learning and development of children, especially in early age!

Therefore, we highly recommend to widely distribute and apply this teaching material in Namibian pre-primary schools. And of course we wish the children and teachers a lot of fun implementing the lessons in everyday school life!

Uwe Pühse



This is where the present teaching material comes in. It provides teachers at this level with ideas and lessons which they can use directly in class without further preparation. Furthermore, the entire program aims to contribute to UNESCO's Sustainable Development Goals (SDGs), specifically to SDG 3: 'Ensure healthy lives and promote wellbeing for all at all ages' and SDG 4: 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'.





Prof Dr Cheryl WalterUNESCO Co-Chair on Physical Activity and Health in Educational Settings,
Nelson Mandela University, Gqeberha, South Africa

Physical activity during pre-school years promotes healthy growth and development. It is associated with a healthy body composition, stronger bones and muscles, improved cardiovascular fitness, the development of motor skills, positive psychosocial health, and better concentration and cognitive performance. Physical activity should be fully integrated into the lives of young children to lay the foundation for a healthy and active life.

In economically poor and marginalized communities, schools are often the only spaces that afford children the opportunity to move and play in a relatively safe environment. School should therefore capitalize on the time children spend on the premises by providing Quality Physical Education lessons and an environment that promotes the free-play of children. Schools should be fun, happy places for young kindergarten children, where they can learn through play and experience joy through movement.

The KaziKidz lessons have been designed to assist and encourage teachers to provide educationally sound and age-appropriate Physical Education experiences for pre-primary children. They are easily implementable, especially in resource-scarce schools, and have been tested and evaluated by teachers and learners – with positive feedback. We trust the lesson material will be widely distributed and enjoyed by both teachers and learners.

Cheryl Walter

III Prefaces



Prof Dr Cilas WildersAssociate Dean School of Allied Health Sciences,
University of Namibia, Windhoek, Namibia

Educating the whole child with regards to the physical, intellectual and psycho-emotional components should be the foundation of education. Physical Education (PE) is therefore part of the holistic development of learners, and is seen as part of public health that contributes to a healthy society. One can argue that education without PE is not proper education. Consequently, PE is the foundation of physical literacy of learners at school and enhanced functional capacity of individuals in the long run. PE together with school sports forms an important part of the development of children in Namibia and is an integrated part of inclusive education in Namibia.

Available study material for structured PE, aligned with the new revised curriculum, was much needed for the effective implementation of PE in Namibia. *KaziKidz* piloted the pre-primary program for some time in Namibia. It is an essential tool where physical literacy and health is integrated in one program for the foundation phase in inclusive education. Lifelong physical activity, as a lifestyle starts with daily PE for Namibian learners, provided by passionate teachers with applicable skills and material. Enjoy the journey and invest in the future of our learners.

Cilas Wilders



Dr Ivan MüllerProject Manager under the auspices of the UNESCO Chair,
University of Basel, Basel, Switzerland

As Physical Education combines physical, mental and socio-emotional learning domains and is therefore suitable for assessing school readiness, the *KaziKidz* preschool curriculum developed here has three objectives:

- (1) Promoting physical activity, as physical activity has declined during the recent period, with vulnerable and low-income populations being the most affected;
- (2) Stabilizing learners' mental health, which also deteriorated during the last time; and
- (3) Promote the characteristics of Quality Physical Education (QPE) according to UNESCO criteria: satisfaction, frequency, diversity, inclusiveness and joyful content.

Finally, a data-driven research approach is also envisaged with the aim of this teaching tool to evaluate its effectiveness on Physical Education (PE) delivery and the physical and mental health of learners and teachers. In doing so, a data set will be developed to complement the teaching and learning content created here for the pre-primary level to support teachers in public schools in Namibia in promoting quality, learner-centered PE.

We wish teachers lots of fun and success with the *KaziKidz* teaching content for preschools.

Ivan Müller

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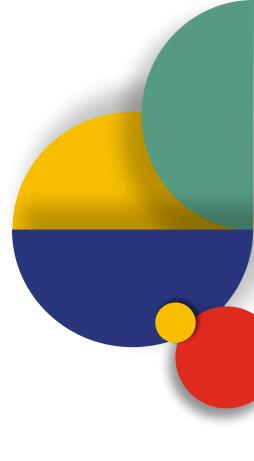
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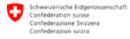








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VI Abbreviations And Acronyms

COPEC	Council on Physical Education for Children
DASH	Disease, Activity and Schoolchildren's Health study
FMS	Fundamental Movement Skills
LS	Life Skills
NASPE	National Association for Sport and Physical Education
NSNP	South African National School Nutrition Programme
NTDs	Neglected Tropical Diseases
MVPA	Moderate-to-Vigorous Physical Activity
PA	Physical Activity
PE	Physical Education
QPE	Quality Physical Education Programme
SDG	Sustainable Development Goal
SLP	Short Learning Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
WHO	World Health Organization



VII Glossary Of Terms

Term	Definition
Kazi and Thandi	Mascots for the teaching content in Physical Education, Moving-to-Music and Health, Hygiene and Nutrition.
KaziBantu	With new and changing lifestyles driving societies towards inactivity and unhealthy habits, the <i>KaziBantu</i> programme, a specially tailored school-based intervention, aims to consolidate the practice of Physical Education and to ensure the physical literacy and healthy active living of schoolchildren and teachers in South Africa.
KaziHealth	Teacher's health promotion programme of the KaziBantu project.
KaziKidz	Physical Education teaching material for pre-primary and the primary school level
(Grades 1 - 7)	of the <i>KaziBantu</i> project.
SDG 3	'Good Health and Well-being': Good health is essential to sustainable development. SDG
	3 takes into account widening economic and social inequalities, rapid urbanization,
	threats to the climate and the environment, the continuing burden of infectious diseases,
	and emerging challenges such as non-communicable diseases.
SDG 4	'Quality Education': Achieving inclusive and quality education for all reaffirms the belief
	that education is one of the most powerful and proven vehicles for sustainable
	development. This goal ensures that all girls and boys complete free primary and
	secondary schooling by 2030. It also aims to provide equal access to affordable
	vocational training, to eliminate gender and wealth disparities, and achieve universal
	access to a quality education.

1 Introduction

Being physically active has the potential to contribute to the development of physical competence and fitness, as well as to the cognitive, social and emotional development of the child. Therefore, our schools are key in making a meaningful contribution to the recommended daily physical activity guidelines of the World Health Organization. Physical Education (PE) lessons play a critical role in holistic childhood education and development. To make a meaningful contribution to health at schools, it is important for PE classes to be conducted on a regular basis. Quality Physical Education (QPE) across all of the phases in school develops the skills, knowledge and values necessary for life-time physical activity participation.

In Namibia, PE lost its standalone status as a subject and became a component within a subject comprising different focal areas. Therefore, the quality of the subject may be diluted as it can be difficult for teachers to specialise in all the learning areas that make up the LS subject. In order to provide QPE, the United Nations Educational, Scientific and Cultural Organization (UNESCO) recommends that PE be presented at least two hours per week as a stand-alone subject. While the Department of Basic Education actively supports PE in the current curriculum, the human capacity to implement QPE programmes may be a challenge. It is for this reason that the *KaziKidz* Teaching Material was developed.

1.1 Why do children need physical activity?

The benefits of regular physical activity participation are significant. Physical activity is especially important for children and adolescents. UNESCO has identified PE as a fundamental right for everyone and not without reason: PE provides the only official setting which can inclusively support all children in being physically active. In disadvantaged communities, PE classes may be the only regular sessions of physical activity throughout their school week. Thereby, it directly contributes not only to the physical but also the cognitive, social and emotional development of schoolchildren. Recent research suggests a dose-response relationship, which refers to the amount, the type of activity, frequency, duration, and intensity of the activity.

Physical activity across all age groups is associated with a multitude of potential benefits, including:

Physical

Regulates and improves overall body function, Improves health-related fitness components:

Cardio-respiratory endurance, muscular endurance/ strength/flexibility, body composition.

Improves physical appearance, decreases recovery time after injury or illness,

Decreases risk of developing or dying from chronic diseases and.

Improves motor development.

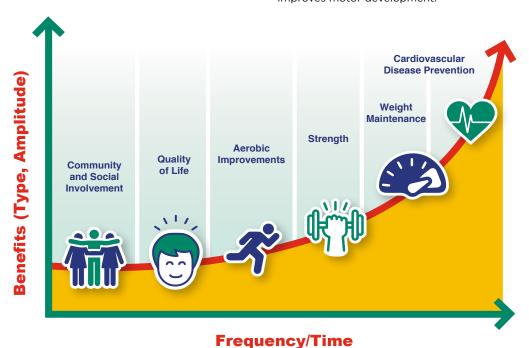


Figure 1. The multi-faceted dose-response curve of exercise (Smith et al., 2018)

Social

Develops ability to work together (teamwork), Increases communication skills and develops understanding, tolerance, etc.

Develops the ability to reach out to, understand and care about others and develops friendships.

Emotional

Develops self-esteem, Enhances self-confidence, Increases the ability to cope with stress, Helps resist depression, Increases the energy levels,

Improves awareness of personal needs and the ways to meet them,

Learns to view life's difficulties as challenges/opportunities rather than threats, Is fulfilling and enjoyable.

Cognitive

Expands and extends intellectual abilities, Improves concentration, academic achievement, problem-solving and decision-making.

1.2 Physical activity recommendations

Due to the holistic benefits of physical activity, international physical activity recommendations were developed by the World Health Organization (WHO): Children should undertake 60 minutes or more of moderate-to-vigorous physical activity (MVPA) per day. Research from Southern Africa has shown that children, particularly from marginalized communities, do not achieve the minimal daily requirements of MVPA. Schools play an important role in making a meaningful contribution to the goal of achieving the recommended daily physical activity guidelines by incorporating PE lessons into the school curriculum. To gain the benefits, the intensity of the activity should reach a certain level. Doing an activity and being able to talk (but not sing) while doing it is regarded as moderate intensity. Doing an activity and not being able to say more than a few words is regarded as vigorous intensity.

Consider the FITT principle:

- Frequency everyday
- Intensity moderate-to-vigorous physical activity
- Type variety of PE activities
- Time 60 minutes

Research from Southern Africa (Healthy Active Kids South Africa Report Card [2018]) has shown that while children are very active in early childhood from 0-5 years of age, physical activity decreases significantly when children enter school. Most school-aged children (and particularly those from disadvantaged communities) do not achieve the minimum of 60 minutes of moderate-to-vigorous physical activity per day as recommended

by the World Health Organization. This can be partly attributed to the absence or lack of PE in schools, poor community sport infrastructure and high percentages of television viewing.

1.3 What is Quality Physical Education (QPE)?

Quality Physical Education (QPE) stands for a comprehensive approach to promoting physical activity through schools and is based on national standards that define what learners should know and be able to do. QPE emphasizes the knowledge and skills for a lifetime of physical activity and helps learners to develop the behaviors, attitudes and confidence needed to be physically active for life. All children should participate in quality PE. The philosophy of QPE represents an inclusion and activation among all learners, by keeping them active for most of the class periods and meeting the needs of all schoolchildren, especially those who are not athletically gifted. QPE provides an intensive instruction in the motor and self-management skills to enjoy a wide variety of physical activity experiences, including competitive and non-competitive activities. In addition, the following characteristics are central for

- Keeping all learners active for most of the class time
- Building learners confidence in their physical abilities
- Providing many different physical activity choices
- Influencing moral development by providing learners with opportunities to assume leadership, cooperate with others, and accept responsibility for their own behaviour
- Developing learners self-confidence and eliminating practices that humiliate learners
- Actively teaching cooperation, fair play, and responsible participation in physical activity
- Having fun and enjoyable experiences for learners

Physical literacy is the foundation of PE and is the outcome of any structured PE programme that facilitates a range of age and stage appropriate opportunities for learners. Vital aspects of physical literacy are fundamental movement skills and the development of healthy and active citizens. The promotion of physical literacy is key for any PE curriculum throughout preprimary, primary and secondary education.

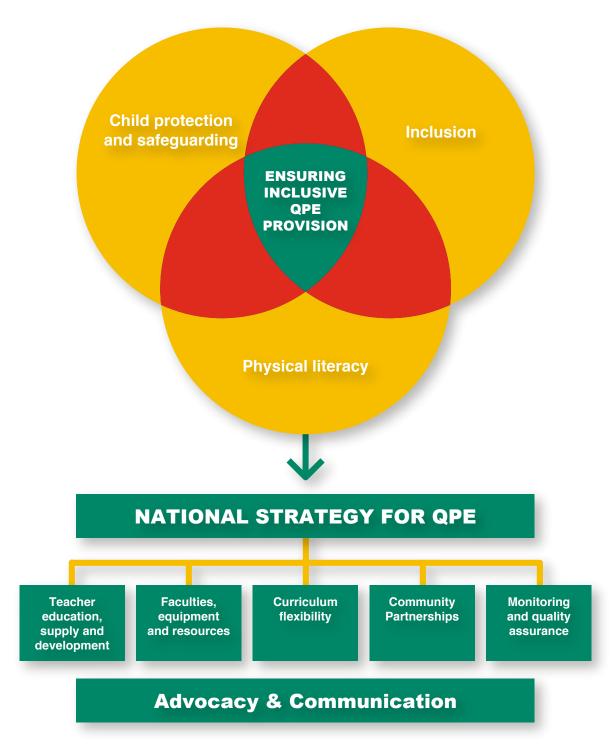


Figure 2. Strategy for inclusive Quality Physical Education according to UNESCO (Whitehead, 2010)

2 Rationale And Aim Of The **KaziKidz Teaching Material**

2.1 What is the rationale of KaziKidz?

The KaziKidz teaching material - a holistic educational and instructional tool for pre-primary and primary school teachers - aims to support physical literacy in the early years and encourages daily active play. KaziKidz aims to contribute to lifelong physical activity among learners. It arose from the project KaziBantu. Kazi means 'active' in Swahili and Bantu means 'people' in Xhosa, two of the national languages of South Africa. Through the implementation of Physical Education (PE), Movingto-Music. Health-and-Hygiene and Nutrition education lessons the toolkit aims to enhance children's overall health in disadvantaged South African and Namibian primary schools. This KaziKidz teaching material consists of lesson plans within each of the afore-mentioned content pillars. The lessons have been designed in conjunction with the Namibian curriculum and are supported by the National Institute for Educational Development (NIED), Okahandja, Namibia, and the UNESCO team Namibia under the leadership of Director Mr. Djaffar Moussa-Elkadhum.

Namibian Pre-Primary Curriculum

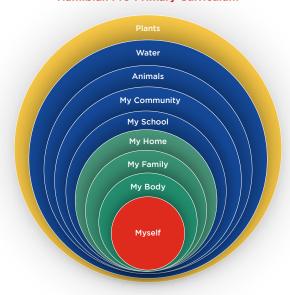


Figure 3. Timing and structure of the annual Namibian Pre-Primary curriculum (Pre-Primary Syllabus of Namibia, Okahandja, Namibia, 2023)

The aim is to lead learners through content, games and activities, partly supported by music, and conducted in a joyful manner that encourages and promotes a healthy lifestyle throughout childhood into adolescence. By using the KaziKidz teaching material, teachers contribute to the wellbeing and health of the learners. To make a meaningful contribution to health at schools, establishing class procedures and routines at the beginning of the programme may encourage order in your class. This may take some time at first, but will prove helpful in ensuring an enjoyable class. The Movingto-Music classes have options for creating your own music through drums or any other form of percussion or clapping. Thandi and lesson plans in red will guide you through the Moving-to-Music teaching material.

Kazi and lesson plans in blue will guide you through the PE teaching material.

While neglected tropical diseases (NTDs) do not feature prominently in the burden of disease statistics of Namibia some NTDs are common in disadvantaged populations, especially in children growing up in poor neighborhoods. Chronic helminth infections (worms) not only cause morbidity, but also negatively affect the cognitive and physical development and school performance of children. By addressing these conditions through education about appropriate health and hygiene behaviours for your school child, both you and the school child are at a reduced risk for infectious communicable diseases.

The general wellbeing of primary schoolchildren from poor neighbourhoods may also be affected by lack of nutritional value, since schoolchildren usually eat food served by tuck shops and vendors during school hours. In order to address this issue, the nutritional education lessons should bring dietetics closer to the learners in a playful way. Furthermore, the lessons aim to encourage sustainable healthy eating habits throughout a learners life. *Kazi* and lesson plans in *green* will guide you through the Health, Hygiene and Nutrition teaching materials.







Kazi - Green

2.2 Aim of KaziKidz

The KaziKidz programme is designed to assist and encourage teachers to provide educationally sound and age appropriate movement experiences for young children. One main goal of the KaziKidz lessons is to support and empower teachers, to execute Physical Education lessons with ready-made PE, Moving-to-Music and Health, Hygiene and Nutrition lessons for Healthy Schools in Healthy Communities, Ready-made lessons provide teachers with movement content for primary school aged children. The programme is activity based and designed to assist children to learn and practice the skills essential for enjoyable and rewarding participation in sport and physical activity. Some of the exercises suggested in the appendices have been adapted from KaziKidz Grade 1 and simplified to make them age appropriate as they share similar frameworks. In addition, repetition has been deliberately used in the exercises at this level.

The lessons are developmentally and didactically sound for meeting the needs of each targeted age group and allow for repetition to facilitate learning. The lessons can also be adapted by using improvised equipment in the event of sport material not being available. Teachers are often overloaded with tasks and duties and therefore may need support and tools to facilitate their work.

The main goals of the *KaziBantu* project are in line with **UNESCO's sustainable development goals (SDGs)**, namely **'good health and well-being' (SDG 3)** and **'quality education' (SDG 4).** All lessons have been developed by a team of South African, Namibian and Swiss specialists, including teachers who are familiar with the challenges in low-resourced settings.



2.3 How does KaziKidz contribute to QPE?

Ready-made KaziKidz lessons support and empower teachers to conduct QPE in low-resource settings, simultaneously considering common barriers such as big class size, facilities, equipment and supplies. The toolkit should imply as few inhibitions as possible and no additional burden should be felt due to the implementation of KaziKidz lessons. The KaziKidz activities are designed to facilitate a big class size and always offer the option to use no equipment or selfmade sport material. Teachers who are not appropriately trained in PE are able to follow the clear structure and instructions of the KaziKidz lessons.

The inclusion of all schoolchildren is crucial and central. KaziKidz aims at providing Quality Physical Education (QPE) for all participants and offers the opportunity for learners with disabilities to participate. Especially the Moving-to-Music lessons engage learners and teachers to create a non-judgemental atmosphere in which schoolchildren have the opportunity to enrich their personal resources by moving, combined with a supportive togetherness aimed at providing a safe, noncompetitive platform. The approach of creative dance offers lay teachers the opportunity to lead a dance lesson, without requiring any experience or understanding of the basic techniques in dance. Creative dance does not require demonstrated movements, which offers a great opportunity for the KaziBantu project, given the barriers and problems in the townships of South Africa and Namibia. The implementation of *KaziKidz* may promote group cohesion and helps learners to develop a sense of belonging within a group.

The below list demonstrates aspects of a QPE programme. By implementing these aspects, *KaziKidz* aims to contribute to QPE: the list is adapted from a pamphlet by the Council on Physical Education for Children (COPEC) from the National Association for Sport and Physical Education (NASPE).

Programme

The programme is worthwhile, progressive, and balanced. It is carefully planned to enhance the total development of each child.

· Development of skills

Activities are planned specifically to enable children to develop their motor skills.

Fitness

Children understand the value of physical activity participation and a healthy lifestyle. Fitness is not used as a punishment.

Participation

All children are purposefully involved in every activity. NB: maximum participation for all.

Adaptation

Rules, equipment, playing area, etc. are modified to suit the needs of the children.

Affective development

Activities allow children to improve their social and co-operation skills.

A positive self-concept is developed.

Children are successful and enjoy participation.

Competition

Activities allow for self-improvement, participation, and co-operation instead of winning and losing.

Gender

Boys and girls are encouraged to equally participate in all activities.

3 Educational And Methodological Considerations



3.1 Specification of the target group and their learners

The children in pre-primary classes are between 4 and 5 years old. In general, the physical activity behaviour at this young age is characterised by an enormous and pronounced need for movement, the urge to play and compete, and the need to copy. They have an insatiable spirit to discover and learning and need physical activity at medium to high intensity for more than one hour per day.

The development of the learner's gross and fine motor skills and perceptual development is fundamental in the Foundation Phase. Physical and motor development is integral to the holistic development of learners. It makes a significant contribution to learners' social, personal and emotional development. Play, movement, games and sport can contribute to developing positive attitudes and values. This area focuses on perceptual and locomotor development, rhythm, balance and laterality. The focus in the pre-primary is on games and some activities that will form the basis of participating in sports later on. Physical growth, development, recreation and play are emphasised.

4 - 5 years old: Pre-Primary Fundamental movement phase - Elementary stage

At this stage, learners' co-ordination should be improving and children gain greater control, although movements may still appear awkward. Therefore, they need to work towards developing mature fundamental movement skills:

- Stability
- Locomotion
- Manipulation

6 - 7 years old: Pre-Primary and Grade 1 Fundamental movement phase - Mature stage

At this stage, learners should be taught didactically and pedagogically in such a way that there is as much playful movement time as possible. Performance will improve quickly and the foundation for all sporting skills is laid in this age range.

Through participation in activities, a strong focus should be on achieving the following basic movement skills:

- Stability
- Locomotion
- Manipulation

7 - 10 years old: Grades 1, 2, 3, 4 Specialised movement phase - Transition stage

Learners show an interest in a variety of sports types, but have little ability in any.

- It is here that basics sports skills should be put in place.
- The development of mature basic movement skills continues here, while at the same time more sport-specific skills can be promoted and challenged.
- It is also possible to introduce learning through different types of games without being sport-specific.

At the end of the foundation phase, the learner's skills should include:

- Demonstrate both mature fundamental movement skills and basic sports specific skills.
- Know how to participate in a wide variety of modified games.
- Exhibit appropriate social and emotional behaviour in a practical setting.
- Be willing to further develop motor control, body awareness and perceptual motor abilities.
- Know how to move in challenging, exploratory and problem-solving ways.

3.2 Characteristics of an easy to implement Physical Education toolkit - considerations for lesson planning

Characteristics of good teaching have been identified in general educational research. These characteristics promote the acquisition of competencies and the development of motivation among learners. Quality teaching that promotes learner performance as well as motivation is characterized by the following dimensions and features (Praetorius et al., 2018):

Classroom organization

This includes all actions and strategies of a teacher to establish clarity and organizational structures in the classroom, to create a learning environment with few disturbances and to maximise the learning time.

Student orientation

This embraces a student-centred style of interaction which comprises both content support (e.g. learning pace, dealing with errors) and social support (a appreciative teacher-learner relationship, caring of the teacher). The students should perceive themselves as valued, competent and socially integrated.



· Cognitive activation

This describes the actions of the teacher to stimulate the learners' activity to support the understanding of the learning content. This can be accomplished by giving clear and understandable explanations, stimulating the students to think about their learning process, and by activating classroom discussions.

While those dimensions are valid for all subjects, PE differs remarkably in terms of space organization, equipment and activity. Therefore, some features have to be adapted to PE (like maximising not only learning time, but also movement time), and an additional sub-dimension to cognitive activation has to be added (Herrmann & Gerlach, 2020; Herrmann et al., 2016):

· Motor activation

In PE, the learners should not only understand the theoretic learning content, but also become physically active, understand and think about their movements and increase their motor performance. To achieve this, teachers should give challenging assignments depending on the level of the students, focus on the learning goals, and give feedback to the learners about their performance.

Figure 4 presents an overview of characteristics and features of good teaching quality in PE according to the dimensions.

Because PE plays such a vital role in the health of the nation, the teacher must ensure that they implement a QPE programme for the learners in their care.

In order to be able to do this effectively, each teacher must have knowledge of:

- The importance of PE.
- The level of development of their learners.
- What should be included in a balanced PE programme.
- How to design and implement successful PE lessons.
- How to ensure the safety of learners during PE lessons.
- How to make sure that every learner can participate successfully in the lesson.
- How to create the space and equipment necessary to present the lessons effectively.

Organising successful PE lessons (like any other subject) requires careful planning. In the following section important topics of planning a lesson will be discussed. Observing the following points will enable and facilitate the implementation of a PE programme:

1. Space

- Any flat area will be suitable for the presentation of the programme.
- Assess the venue and make sure the area is safe for participation.

2. Equipment

- A PE programme does require a varied quantity of small equipment.
- The sports equipment needed to practise the KaziKidz activities can be made by the teachers or children themselves from everyday objects. This will be covered in chapter 3.3.
- Hand-made equipment is often preferable, as it can be tailor-made for the purpose needed.
- It must be borne in mind that learners need a maximum of opportunities to develop and practice their skills. Teachers must ensure that adequate equipment is available to enable learners to carry out the activities individually, in pairs or in small groups.

3. General rules and procedures

It is important that general rules are laid out at the beginning of the PE programme.

Discuss with the learners:

- The signal that will be used to gain attention, for example: When the whistle blows, learners must run to you and sit down.
- · Rules about fair play.
- Respect for others.
- Safe participation and use of material only when learners are authorised to do so.
- Taking care of equipment.

4. Health and safety considerations

Unlike classroom teaching where learners are easily controlled, class participation in outdoor physical activities involves more risks. Below are some safety concerns to consider (although this list is not exhaustive).

Ensure:

- The playing area is free of dangerous objects such as broken glass or sharp stones.
- There is enough space for each activity to take place.
- The playing areas are limited to keep better control of the learners.
- Equipment is in good condition and will not injure the learners.
- The activity is ability- and age-appropriate and the learners are ready to participate.
- The teacher understands each learner's ability.
- · Learners are wearing the appropriate clothing.
- The teacher understands how to teach the activity.
- The teacher monitors the environment in which learners are participating.
- There is a first aid protocol in place.

5. Inclusion

Official Namibian policy emphasises the provision of a conducive teaching and learning environment and ensuring equal opportunities for every child. QPE must be available to every learner equally and without prejudice, regardless of gender, ethnicity, (dis)ability or religion.

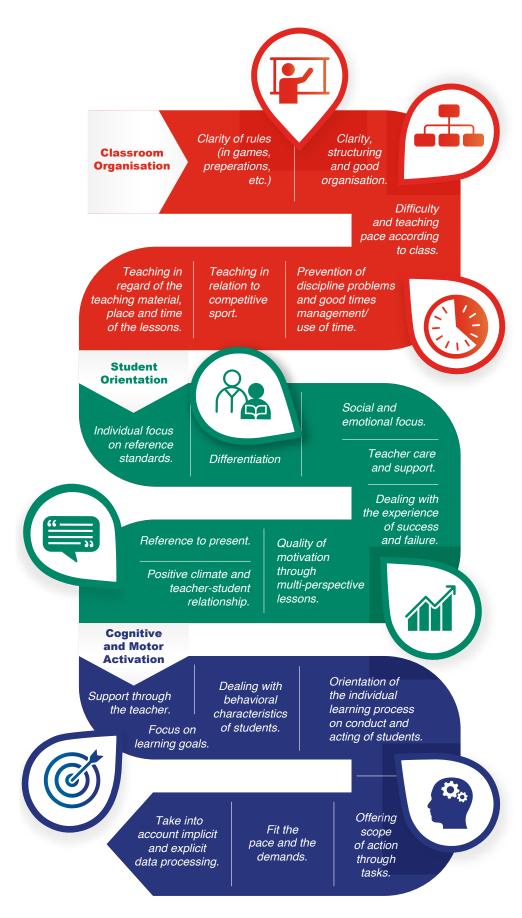


Figure 4. Dimensions and features of teaching quality in Physical Education (PE) (Herrmann et al., 2016)

Inclusion in PE is about diversity. The most common differences are probably differences in abilities and skills. In every PE class, teachers encounter learners with a wide range of abilities and different levels of proficiency. Many of the teachers teach large classes, so it is almost impossible to target and intensively address performances of individual learners as a teacher. Therefore, we need to consider that the large size of the unit and the teaching approach adopted with it may be detrimental to some learners. And maybe the teacher still manages to pay special attention to the weaker schoolchildren.

Teachers must remind ourselves to:

- · Not only to compare learners.
- Encourage learners to compete among themselves and not with others.
- · Provide a variety of activities.
- Ensure activities are developmentally appropriate.
- Consider the factors that can affect a learner's ability to participate in an activity.
- Include task variations, by giving the stronger learners more challenging tasks and simplifying the tasks for those who are struggling.
- Adapt activities to better suit the learner.
- Modify the environment, equipment, and rules where necessary.
- Give the teams challenges they can only overcome when everyone works together.

6. Planning beyond just one lesson / term plan

Rather than planning isolated PE lessons, it is a good idea to plan the PE programme for the year.

This is to ensure:

- That the objectives of the PE programme can be achieved.
- There is focused, progressive learning.
- A variety of activities are included.
- Learners are provided with a truly educational experience.

It is a smart idea to consider looking at what will be included in each week throughout the school year.

They must ensure that:

- Units are neither too long nor too short.
- There is a variety of activities in the term.
- There is a balance of activities in the term.

Table 1 provides a template to plan the focus for each week's PE teaching for pre-primary.

7. PE programme goals

It is important to know what the teacher wants to achieve with the learners in the class.

When establishing programme goals, three questions need to be answered:

- What should the learner be able to do?
- · What should the child know?
- · How should the child behave?

8. Creating a positive learning climate

Learners should look forward to every PE lesson. To achieve this, make sure:

- That every learner feels safe and included.
- To use positive reinforcement praise the good and the weaker learner.
- Be a role model.
- Put emphasis on participation, performance, enjoyment and satisfaction.

Remember

- Activities and games must be adapted according to the level of development of the child.
- Do not only compare learners.
- · Enable all learners to succeed.
- Give each individual maximum opportunity to practice the skill.
- Modify the rules of games so that they are easily understood, and learners can participate successfully.
- Include simple small-sided situations giving children one or two decision-making options.
- These experiences can later be transferred and applied in more demanding situations.

9. Time management

Pay attention to time management to maximise learning in each lesson. Do this by:

- · Changing from classroom to PE quickly.
- Making sure the equipment required is ready to go.
- Transitioning from one activity to the next efficiently.
- Planning grouping beforehand to minimize timewasting.
- Having a signal to gain learners' attention use a whistle

Based on the Namibian Pre-Primary curriculum, we propose a sequence of lessons which builds on each other in terms of content. These can (but do not have to) be worked through in this order. The lessons are numbered for clear recognition and assignment. For this age group, the principle of repetition has been used including slight variation from easy to somewhat more difficult.

Component	Term	Lesson Number	Theme	Losson Contont	Date
Component	1 41111			Lesson Content	Date
Physical Education	Term 1	Lesson 1	Myself	Body knowledge	
Laucation		Lesson 2	Myself	Body knowledge	
		Lesson 3	Myself	Body knowledge	
		Lesson 4	My Body	Body concept	
		Lesson 5	My Body	Body concept	
		Lesson 6	My Body	Body concept	
		Lesson 7	My Body	Body concept	
		Lesson 8	My Family	Eye-hand-coordination	
		Lesson 9	My Family	Eye-hand-coordination	
		Lesson 10	My Family	Eye-foot-coordination	
		Lesson 11	My Family	Eye-foot-coordination	
	Term 2	Lesson 12	My Home	Gross motor movements	
		Lesson 13	My Home	Gross motor movements	
		Lesson 14	My Home	Gross motor movements	
		Lesson 15	My School	Laterality/Directionality	
		Lesson 16	My School	Laterality/Directionality	
		Lesson 17	My School	Fine muscle movements	
		Lesson 18	My School	Fine muscle movements	
		Lesson 19	My Community	Laterality/Directionality	
		Lesson 20	My Community	Laterality/Directionality	
		Lesson 21	My Community	Coordination	
		Lesson 22	My Community	Coordination	
	Term 3	Lesson 23	Animals	Balance	
		Lesson 24	Animals	Balance	
		Lesson 25	Animals	Position in space	
		Lesson 26	Animals	Position in space	
		Lesson 27	Water	Gross motor movements	
		Lesson 28	Water	Gross motor movements	
		Lesson 29	Water	Gross motor movements	
		Lesson 30	Plants	Fine muscle control	
		Lesson 31	Plants	Fine muscle control	
		Lesson 32	Plants	Gross motor movements	

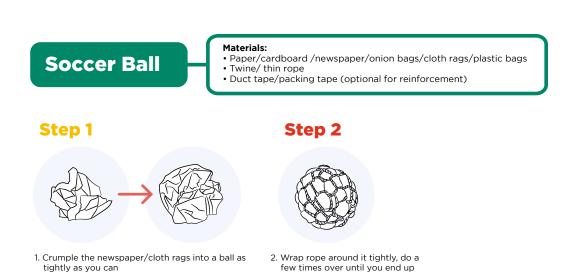
Table 1. Template for lesson tracking in Physical Education (e.g. Pre-Primary)

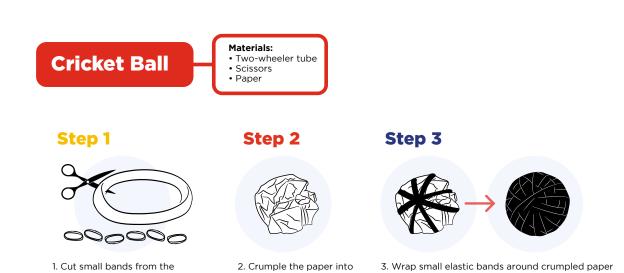
3.3 Self-made Equipment

two-wheeler tube

There is a scarcity of equipment in many schools in Namibia. As discussed, it is important to maximise learning opportunities by ensuring learners can each work with their own piece of equipment or, if working in groups, group numbers are small to enable each child to fully participate in the activity. If there is not enough equipment available, learners will be forced to wait in line for their turn or, if in a large group, not all learners will be able to participate fully.

The section to follow will guide you through steps on how to make your own equipment from recycled or upcycled materials.





a small ball

with a tightly packed soccer ball

ball

Other Types of Different Size Balls

Small Ball Materials:

- A pair of old long socks
 Cotton

Step 1



1. Roll sock 1 into a ball then place it in the end of sock 2

Step 2



2. Twist sock 2 into a ball then turn inside out and repeat process

Step 3



3. Sew sock closed

Other Types of Different Size Balls

Big Ball Materials:

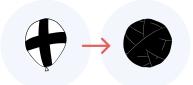
- Balloon
 Packing tape

Step 1



1. Blow up the balloon

Step 2



2. Wrap the tape around the balloon until the ball is well secured

Bean Bags

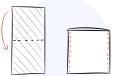
- Durable material like denim or socks or sewn cloth
 Rice, dried beans
- · Sewing machine

Step 1



1. Cut the material into square shapes - double the size to allow for folding in half

Step 2



2. Fold in half, right side in and stitch around 2 sides leaving one for turning, use a 1 cm seam. Use double stitiching

Step 3



3. Turn inside out and iron in a 1 cm fold for later

Step 4



4. Fill bag with selected contents - 2/3 full and double stitch the opening closed

Skipping Ropes

Materials:

- Old fabric and plastic bags
- Rope or sash cords with ends knotted and
- burnt at the ends
 Nylon stockings
- Strips of material can be braided together

Step 1



1. Tear long strips from an old Tshirt

Step 2



2. Knot the tops of the strips together and braid them

Step 3



3. Knot the the end of the braid.

Cones and Beacons

Materials:

Empty plastic 2 litre bottles
 Bottles with sand or small stones, rice, water; ice cream containers, pieces of carpet or other containers filled with sand; paper plates, paper rolls, old traffic cones; bleach and detergent bottles

Step 1



1. Fill empty bottles with the materials above

Bibs and Sashes

Materials:

 Different material of different colours, elastic bands and laces, plastic bags

Step 1



1. Cut out holes for head and two arms

Flash Cards

13

Step 1

Materials:

- Cardboard and coloured markers
- Boxes, toilet rolls, polystyrene containers and packing materials, corks, wrapping paper, tin foil, wool, string, stones, seeds, old newspapers/magazines, old clothes, utensils, containers, to be used as 'props' for fantasy and dramatic play, ball pump, portable sound system

The KaziKidz Teaching Material Health, Hygiene And Nutrition



4.3 Health, Hygiene And Nutrition

Instructions For Health, Hygiene And Nutrition

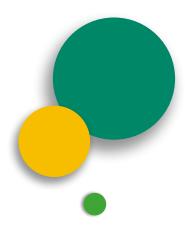
While neglected tropical diseases (NTDs) do not feature prominently in the burden of disease statistics of Namibia, some NTDs are common in disadvantaged populations, expecially in children growing up in poor neighbourhoods. Chronic helminth infections (worms) not only cause morbidity, but also negatively affect the cognitive and physical development and school performance of children. By addressing these conditions through education about appropriate health and hygiene behaviors for your school child, both you and the school child are at a reduced risk for infectious communicable diseases.

Inadequate intake of nutritional foods may adversely affect the health and well-being of pre-primary schoolchildren from disadvantaged areas. The limited dietary diversity is further influenced by the lack of nutritional options offered at the tuckshops and food vendors at the schools.

The general well-being of pre-primary schoolchildren from poor neighbourhoods may also be affected by lack of nutritional value, since they usually eat food served by tuck shops and vendors during school hours. In order to address this issue, the nutritional education lessons should bring dietetics closer to the learners in a playful way. Furthermore, it aims to encourage sustainable healthy eating habits throughout their life. *Kazi* and lesson plans in green will guide you through the Health, Hygiene and Nutrition teaching materials.

Now, we wish you a lot of fun with the implementation of the *KaziKidz* teaching material and many great experiences with your schoolchildren.

All lessons and even more materials are available on www.kazibantu.org



Lesson-Tracker

Health, Hygiene And Nutrition



This overview table facilitates the tracking of the lessons.						
Component	Term	Lesson Number	Theme	Lesson Content	Date	
Health,	Term 1	Lesson 1	Hygiene	Germs vs. Super V		
Hygiene and		Lesson 2	Hygiene	Let us wash our hands		
Nutrition	Term 2	Lesson 3	Hygiene	Healthy lifestyle		
		Lesson 4	Nutrition	What is nutrition?		
	Term 3	Lesson 5	Nutrition	Healthy and unhealthy food		
		Lesson 6	Nutrition	Where does our food come from?		









Equipment

Kazi poster

Learning Objectives:

Understanding what germs are and how they enter our body, knowing how to protect ourselves against germs and learning to do the Super V.

Introduction: What are germs?

Time: 15 min

What you need/accompaniment: Kazi poster Part 1

Group discussion

Ask the leaners if they know about 'germs'.

Germs are very tiny invaders that can make our bodies sick. Actually, they are so small that we cannot see them without a special took called a microscope. Germs are tiny organisms, or living things, that can cause different sickness and disease. Germs are so tiny that they can sneak into our bodies without us knowing, so it is important to learn about them and how to keep them away.

Refer to annex 20

What to watch for: Make sure that all learners can clearly see the Kazi poster.



Main part 1: Do not get infected by the virus game

Time: 10 mir

What you need/accompaniment: No equipment

How to play

In this game one learner is chosen to be the 'virus'. The virus closes his/her eyes and walks around the playing area trying to touch (or 'infect') the other players. If a learner is touched by the virus, he/she becomes a virus too and try to infect the other players. The game continues until only one learner is left who hasn't been touched by anyone ('infected') - and that player is the winner!

What to watch for: If your classroom is overcrowded rather go outside to do the activity.

Main part 2: About germs

Time: 5 mir

What you need/accompaniment: Kazi poster Part 2

How to discuss

In this discussion the learners will learn how to prevent different germs from entering our body and how to stop them.

Instructions:

- 1. Explain that germs can make us sick and can enter our body through the mouth, nose, breaks in the skin, and eyes.
- 2. Ask learners to suggest ways we can prevent germs entering our bodies, such as
 - Using tissues to wipe and blow your nose
 - Staying home from school when we are sick
 - Keeping hands out of the mouth, and
 - Washing our hands.

Refer to annex 20

What to watch for: Demonstrate each hygiene activity for the learners.

Main part 3: Super V

Time: 5 min

What you need/accompaniment: Kazi poster Part 3

How to behave

Teaching the learners about coughing and sneezing etiquette doesn't need to be boring. Let's teach them the 'Super V' technique, which is a fun way for them to remember to cover their coughs and sneezes. Explain to the learners if they need to cough or sneeze and don't have a tissue, they should use their arm instead.

How to do the 'Super V':

- 1. Form your arm in shape of a V
- 2. Sneeze into your elbow
- 3. Say 'Super V' after sneezing.

Let the children try it while sneezing or coughing on purpose. Have the learners practice the 'Super V' by pretending to cough or sneeze into their elbow. Remind them that using the 'Super V' helps prevent the spread of germs and keeps everyone healthy.



Refer to annex 20

What to watch for: Ensure that the learners are sneezing/coughing into their elbow.

Wrap up: Summary

Time: 5 min

What you need/accompaniment: No equipment

Group discussion

After teaching the learners about germs, coughing and sneezing etiquette, it is important to check their understanding of the topic. Ask them what they remember from this lesson and summarize how germs enter our body and how we can protect ourselves against them. Repeat the 'Super V' one more time.

What to watch for: Ensure that the learners are sneezing/coughing into their elbow. During the wrap-up it is important that they pay attention to what you and the other children are saying.





Equipment

• Kazi's hand washing poster 'Let us wash our hands!'

Learning Objectives:

Understand why, how and when to wash hands.

Introduction

Time: 15 mir

What you need/accompaniment: No equipment

Group discussion

1. Ask the learners if they remember what germs are?

Answer:

Germs are very tiny invaders that can make our bodies sick. Actually, they are so small that we cannot see them without a special tool called a microscope. Germs are tiny organisms, or living things, that can cause different sickness and diseases. Germs are so tiny that they can sneak into our bodies without us knowing, so it is important to learn about them and how to keep them away.

- 2. Ask the learners if they remember how to prevent germs from entering their body?
 - Using tissues to wipe and blow our nose
 - Staying home from school when we are sick
 - Keeping hands out of the mouth, and
 - Washing our hands.

Tell the learners that today's theme is how to wash our hands properly.

What to watch for: You can also show them the *Kazi* poster from last lesson.



Main part 1: How to wash your hands properly

Time: 10 min

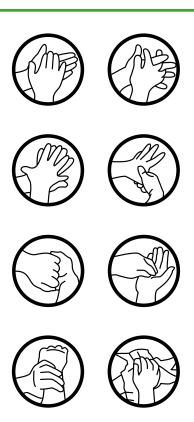
What you need/accompaniment: Hand washing poster 'Let us wash our hands!'

Demonstration

Use the 'Let us wash our hands!' poster and go through the 8 steps that are shown.

Explanation:

- Begin by demonstrating the hand positition you want the learners to use and ask them to copy you. Ask them to put their hands out in front of them and then read through each step on the poster. Encourage the learners to practice the different rubbing motions as you go along repeating each step so that everyone can follow along.
- Let's point to the picture at the bottom of the poster that reminds the learners the areas of the hand that need extra washing (the red areas).
 Demonstrate how to wash the red areas on your own hand, and encourage them to copy your movements.
- Now demonstrate correct hand washing at any open sink (the school bathroom, kitchen or basin).
 - Use soap and paper towels.
 - After showing the learners how you
 wash your hands ask them to practice
 washing their hands using the same steps.
 As they wash their hands, move around
 the classroom to make sure they know how to
 wash their hands correctly.



Refer to annex 21

What to watch for: Ensure that each learner washes his/her hands according to the steps shown above and that each learner gets a chance to wash his/her hands.

Main part 2: 'The hand washing song'

Time: 5 min

What you need/accompaniment: Any musical device (or ask another teacher if they know the tune if you don't have internet).

Lyrics

The popular children's song 'This is the way we wash our hands' is often used to teach proper hand washing techniques. If you have a mobile phone with internet you can search the song.

The lyrics go like this:

'This is the way we wash our hands, wash our hands. This is the way we wash our hands, wash them every day. Palm and back and in between, in between, in between. Palm and back and in between, wash the dirt away.'

To start the song, ask the learners to sing 'The hand washing song' along with you as you demonstrate the hand washing motions in tie with the song. Repeat the song a few times, emphasizing the importance of washing all areas of the hands, including the palms, backs, and in between the fingers.

What to watch for: Ensure that all learners know the words before adding the movements.



Main part 3: When to wash our hands

Time: 5 min

What you need/accompaniment: Kazi hand washing poster 'Let us wash our hands!'

How to conduct

Begin by explaining to the learners the importance of washing our hands. Let them know that while we have already talked about why and how to wash hands, today we are going to focus on when to wash our hands.

- 1. Ask the learners if they have any ideas about when we should wash our hands. Encourage them to share their thoughts and opinions, and listen carefully to what they have to say.
- 2. Next, show the learners examples on the poster, which include times such as:
 - After using the toilet
 - After sneezing or coughing
 - After playing with the pets
 - After sports or playing outside, and
 - Before eating.

Refer to annex 21

What to watch for: Encourage the learners to ask questions and share their own experiences/ examples of when to wash your hands before giving the list above.

Wrap up: When to wash our hands

Time: 5 min

What you need/accompaniment: Kazi hand washing poster 'Let us wash our hands!'

How to conduct

To wrap up the lesson on hand washing, let us review what we have learnt.

Ask the learners:

- 1. Why is it important to wash our hands?
- 2. How do we properly wash our hands?
- 3. When should we wash our hands?

Encourage the learners to share what they remember and clarify any misunderstandings or confusion they may have.

What to watch for: During the wrap-up it is important that the learners pay attention to what you and the other learners are saying.



3 HYGIENE: Healthy lifestyle Term 2 | Lesson 3 | Time: 30 min

- **Equipment**
- Kazi's Good and Bad Habit cue cards
- Kazi's Healthy Habit Game

Learning Objectives:

To learn the meaning of a healthy lifestyle and name some good habits.

Introduction

Time: 15 mil

What you need/accompaniment: No equipment

Group discussion

Welcome the learners to the lesson on healthy lifestyles and good habits. As we begin, let's ask the learners what they think of when they hear the words 'healthy lifestyle'. Allow for some responses, and listen carefully to what the children have to say.

After hearing some of their ideas, let us remind them that they already learned some good habits like washing their hands and covering their mouths when coughing or sneezing by doing the 'Super V'.

What to watch for: Ensure that all learners are paying attention and listening to their fellow learners.



Main part 1: Find out the 'Healthy lifestyle habits'

Time: 10 min

What you need/accompaniment: Good and Bad Habit cue cards

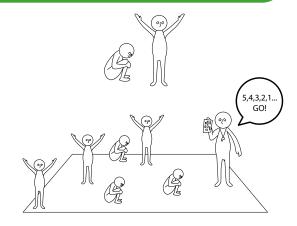
How to play

Ask the learners to spread out across the room, leaving enough space for everyone to move around freely.

- Explain to them that you will be showing them cue cards with pictures of good and bad habits.
- After each cue card is shown, give the children a few seconds to think about if it is a good or bad habit
- 3. Then, count from 5 to 1 and ask the learners to demonstrate their response to the habit by either standing tall (for good habits) or making a little ball on the floor (for bad habits).
- 4. Repeat the activity with each cue card.

Good Habits

- Eating nutritious food to help us grow healthy and strong.
- Drinking clean water to stay hydrated.
- Getting enough sleep each night (8-9 hours).
- Cleaning and washing our bodies to stay clean and healthy.
- Washing our hands regularly to prevent the spread of germs.
- Exercising to stay fit and strong.
- Getting enough sunlight by being outside playing and having fun.
- Limiting screen time like too much television.
- Covering our mouths and noses when we cough or sneeze to prevent the spread of germs.
- Staying in bed and resting when we are sick to help our bodies heal.



Refer to annex 22

What to watch for: To use the opposite of good habits for bad habits.

Main part 2: Healthy Habit Game

Time: 10 min

What you need/accompaniment: 'Healthy Habit Game' worksheet and dice

How to play

This is a fun and interactive game to learn about healthy habits and how to incorporate them into our daily lives.

To get started, make groups of 5 or 6 children and give each group a copy of the 'Healthy habit game' worksheet.

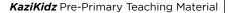
Next, explain the rules of the game:

- Each learner should choose a marker (the lid of a pen or a pencil crayon or pencil sharpener) and place it at START on their worksheet.
- The first learner will throw the dice and move his/her marker according to the number the dice landed on. Then it will be the next learner's turn to roll the dice and move the marker.
- Remind the learners that if they land on a GOOD HABIT on the worksheet, they should move their marker forward to where the arrow points.
- However, if they land on a BAD HABIT, the arrow will move them backwards.

Continue playing the game until one of the groups has reached the end of the worksheet.

Refer to annex 22

What to watch for: Ensure that the learners stick to the rules and either move forward or back when landing on a good or bad habit.



Wrap up: Summary

Time: 5 min

What you need/accompaniment: No equipment

Group discussion

Now that we have finished the lesson, allow the learners to reflect and share what they remember from the lesson. Let them ask as many questions as they might have. If there is enough time also talk about the things they learned in the previous two lessons.

What to watch for: Ensure that all learners are paying attention to the feedback from the fellows and the teacher.

Kazi says

Choosing nutritious food is a healthy habit.







- **Equipment**
- Kazi's Food Cards
- Kazi's Group Cards

Learning Objectives:

Understanding why it is important to eat different foods, naming the different foods, sorting foods into fruits and vegetables and distinguishing them from other foods.

Introduction: Let's talk about food!

Time: 10 mir

What you need/accompaniment: No equipment

Group discussion

Let's start the discussion by answering some questions about food. The learners should raise their hands if they would like to talk and wait for the person who is talking to finish.

Ask the children the following questions:

1. When do you normally eat food?

Possible answers:

- Two/three/four/five times a day
- When I feel hungry
- When my family eats together
- At school.
- 2. Why is it important to eat?

Possible answers:

- We need food to have energy to play and learn
- To keep us healthy
- To grow
- To become stronger.
- 3. What is your favourite food?
- 4. What food do you not like at all?
- 5. What do you drink during the day?

What to watch for: Make sure to give as many learners as possible the chance to talk.

Main part 1: What food am I?

Time: 15 min

What you need/accompaniment: Food cards and Group cards

How to conduct

For this fun game called 'What food am I?', all of the learners will sit in a circle. First, lay out the 'Group-cards' on the floor. Then, give each learner a 'Food card' but tell them not to show anyone until it is their turn.

To start the game, use your own 'Food card' and introduce yourself as that food. Let the learners know if you are a vegetable or a fruit or if you do not belong to any of these two groups (e.g. 'I am a Banana and I am a fruit'). Next, each learner will take a turn to introduce themselves as their food, and the other learners will try to guess what food they are and if they think they are a vegetable, fruit or something else. If a child does not know his/her food or to which group it belongs, everyone can help out.

Refer to annex 23

What to watch for: If the class is very big and you do not have enough cards for everyone, make two groups.

Wrap up: Summary

Time: 5 min

What you need/accompaniment: No equipment

Group discussion

Now it is time to wrap up the lesson. Ask the learners to share what they remember from this lesson and and why it is important to eat a variety of foods, including fruit and vegetables. Next, ask learners if they think that fruit and vegetables are tasty, and if so, which ones they like best. Encourage them to share their thoughts and opinions with the group.

What to watch for: During the wrap-up it is important that the learners pay attention to what you and the other children are saying. So they shouldn't play around with the cards or anything else.





- **Equipment**
- Kazi's Snakes and Ladders
- 1 dice and Kazi's Group Cards

Learning Objectives:

Understand the difference between healthy and unhealthy food and why it is important to eat healthy food.

Introduction: Let's talk about healthy and unhealthy food!

Time: 5 min

What you need/accompaniment: No equipment

Group discussion

To start today's topic of healthy and unhealthy food, let's start with the a few questions to get us thinking:

Questions to ask:

- 1. Do you know the difference between healthy and unhealthy food?
 - You can explain it to the learners in a very simple way: It is important to understand that healthy food helps us to grow, develop strong bones, and energy to play learn, and work properly.
 - On the other hand, eating too much unhealthy food can cause harm to our body and make us feel unwell. Too much sugar for example can be very harmful to our teeth.
- 2. Can you give examples for healthy and unhealthy food?
 - If the learners are having difficulties thinking of examples, you can ask them about specific foods. For example, 'is an apple healthy or unhealthy?' Now, let's discuss our favourite healthy and unhealthy food. It is ok to enjoy treats once in a while, but it is important to make healthy choices most of the time.

What to watch for: Do not rush and give the learners enough time to think about the questions.



Main part 1: Snakes and ladders

Time: 20 min

What you need/accompaniment: *Kazi* Snakes and Ladders-poster, 1 dice (template) and 2-3 game pieces (magnets or removable notes).

How to conduct

Let's have some fun while learning about healthy eating habits with a game of 'Snakes and ladders!'

Refer to annex 24

Here's how to set up:

- First, hang up the 'Snakes and ladders-poster' so everyone can see it well. Then, prepare a dice and game pieces (you can use different magnets or write the names of the groups on removable notes).
 If you do not have a dice, you can make one easily with the provided template.
- Next, depending on the class size, divide the learners into 2 or 3 groups and give each group a food name (e.g. Team Pizza, Team Spaghetti and Team Sandwich).
- One child per group steps forward and rolls the dice, then tells everyone what number he/she rolled for the group.
- Move the group's playing pieces and count the spaces, inviting children to count with you.
- Make sure to tell the learners on which food-space the Team XY landed (e.g. Team Sandwich eats an apple).
- If a playing piece lands on an 'action-space', make sure the learners understand why they win or lose spaces (e.g. Team Spaghetti ate too much unhealthy chocolate cookies and has to go back to the 'melon-space').
- The first group to reach the finish line has eaten the most healthy foods!

Goal of the game

The learners will learn about the difference between healthy and unhealthy foods, and the importance of not eating too much unhealthy foods.

What to watch for: Make sure the learners take turns within the groups to roll the dice.

Wrap up: Summary

Time: 5 min

What you need/accompaniment: No equipment

Group discussion

In this discussion the learners will reflect on what they just learned about healthy eating and drinking. They will be asked to recall and then come up with reasons why it is important to eat and drink healthy foods.

What to watch for: During the wrap-up it is important that the learners pay attention to what you and the other children are saying. So make sure that there are as little distractions as possible.



Kazi says
Healthy food
helps us grow.

Health, Hygiene and Nutrition | Pre-Primary



NUTRITION: Where does our food come from? Term 3 | Lesson 6 | Time: 30 min

- **Equipment**
- Kazi Food-supply-chain-poster
- 'Where does my food come from?' worksheet

Learning Objectives:

The children realize that their food comes from plants and animals.

Introduction: Let's talk about where our food comes from!

Time: 5 min

What you need/accompaniment: No equipment

Group discussion

Understanding where our food comes from is an essential part of learning about healthy eating. Before starting the new topic, it is important to ask the learners for reasons why we should eat healthy and collect some examples for healthy and unhealthy foods. Once that is done, you can introduce the new topic by asking the learners where they normally get their food from.

Some common sources of food include:

- Grocery stores, local markets, and homegrown or raised animals.

What to watch for: The children should listen to you and each other. If necessary, you can pass around an object, and only the child who is holding the object in his/her hands is allowed to speak.



Main part 1: Food comes from plants and animals

Time: 10 min

What you need/accompaniment: Food-supply-chain-poster

How to conduct

For this activity show learners the Food-supply-chain-poster about where food comes from. Ask them what they can see on the poster: Now, let's go through the poster with the learners, and always give an example for every station ie. 1, 2, 3, 4.

- 1. Look, this is a cow. The cow makes milk and the farmer milks the cow.
- 2. The farmer can sell the milk on a local market, to a big store, or to someone who makes something different out of the milk, for example cheese or yoghurt.
- 3. Then big lorries drive the yoghurt to a supermarket.
- 4. People can buy the yoghurt at the supermarket and enjoy it at home.

Explain to the learners that all of our food comes from plants or animals. For example, eggs come from the chicken, bread comes from wheat, and tomatoes grow on a plant.

Refer to annex 25

What to watch for: The aim of the poster is not to understand the different stations of food supply, but to understand that food comes from plants and animals.

Main part 2: What goes together?

Time: 10 min

What you need/accompaniment: Food-supply-chain-poster

How to conduct

Hand out a copy of the worksheet 'What goes together' and explain to the learners how to follow along:

- For exercise 1, follow the line on the worksheet to find out where food comes from. For example, the line from the chicken leads to the egg, which means that eggs come from the chicken.
- For exercise 2, try to find two pictures that belong together and connect them with a line. For example, you might connect the picture of a cow with a picture of milk, because cows make milk.

What to watch for: If the second exercise is too difficult, do it together with the class by asking questions like: 'Yoghurt is made out of milk' and 'Where does the milk come from?'

Wrap up: Summary

Time: 5 min

What you need/accompaniment: Worksheets

Group discussion

Go through the solutions of the worksheet together and allow the learners to ask any questions they might have.

Refer to annex 25

What to watch for: Make sure that different learners can present their solutions.



Kazi says

Great work, everyone!



Annexes

KaziKidz Support Material



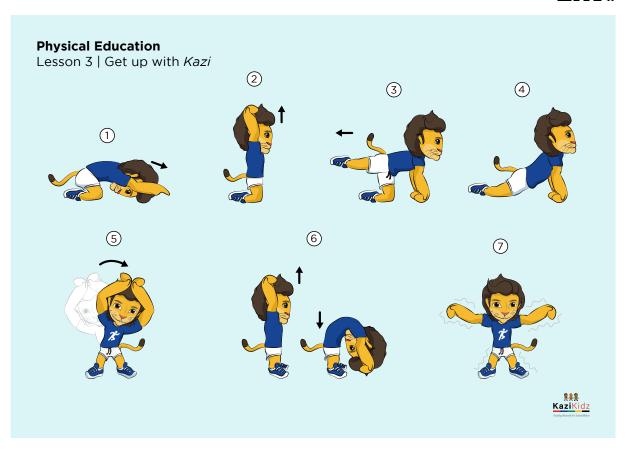






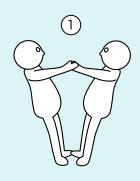


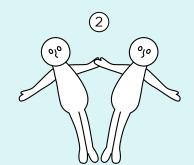
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Physical Education

Lesson 3 | Partner acrobatics

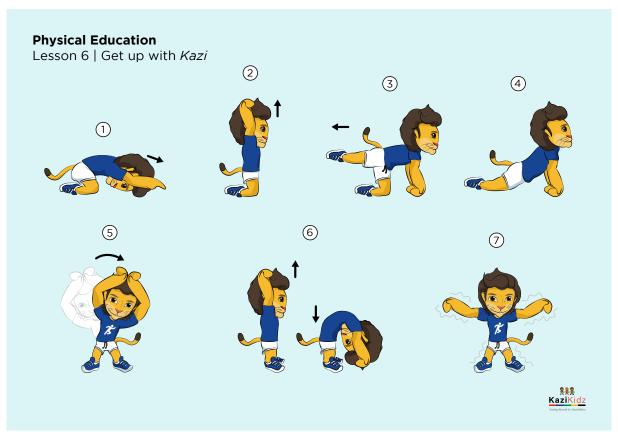






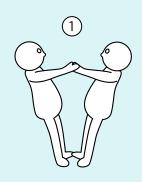


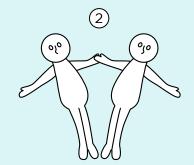


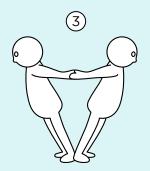


Physical Education

Lesson 6 | Partner acrobatics



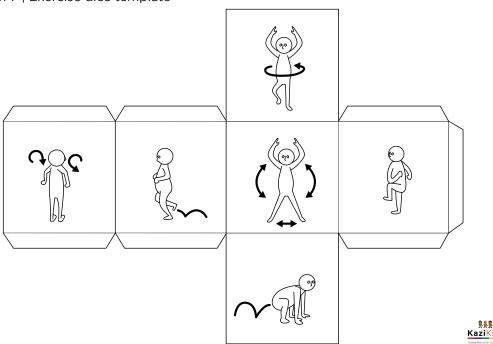






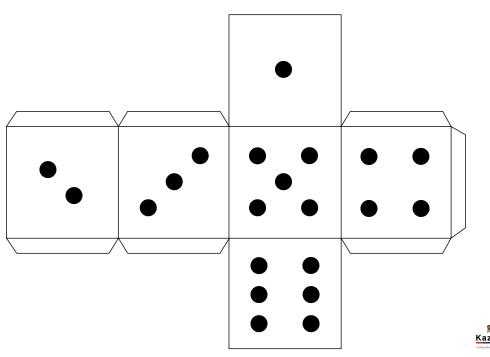
Physical Education

Lesson 7 | Exercise dice template



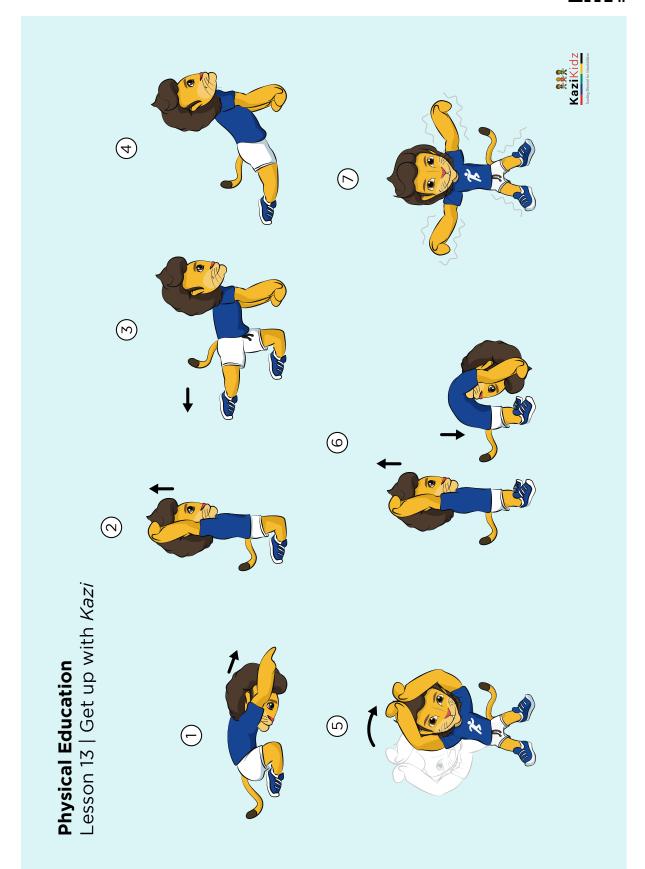
Physical Education

Lesson 7 | Dice template







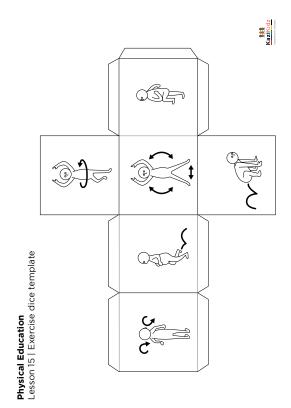


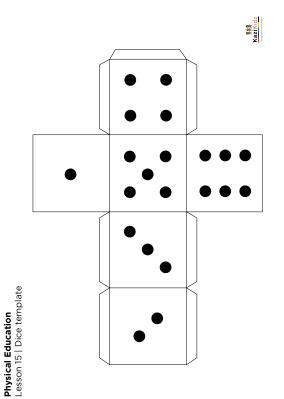


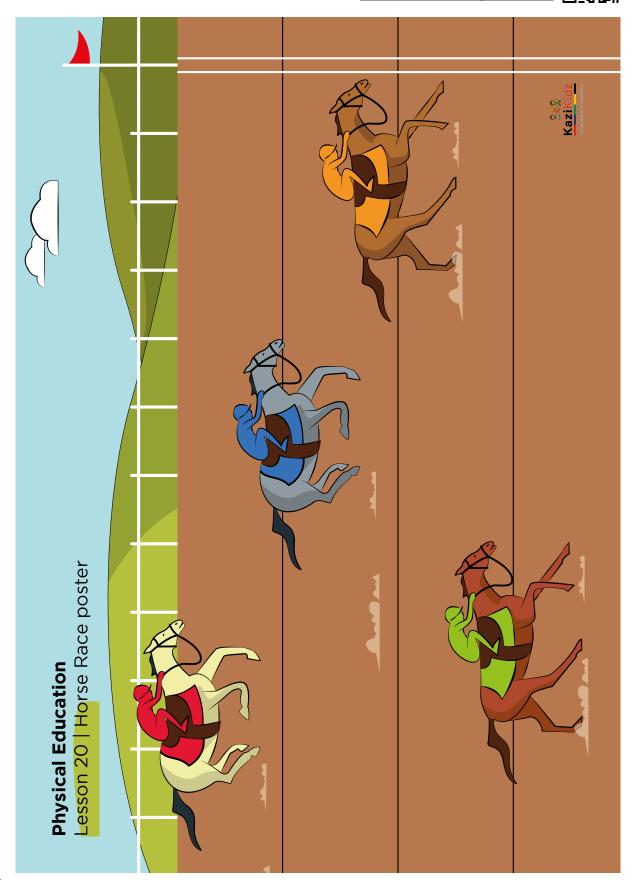








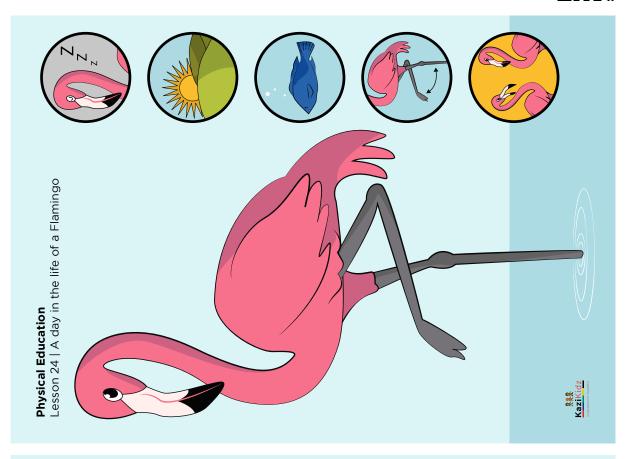


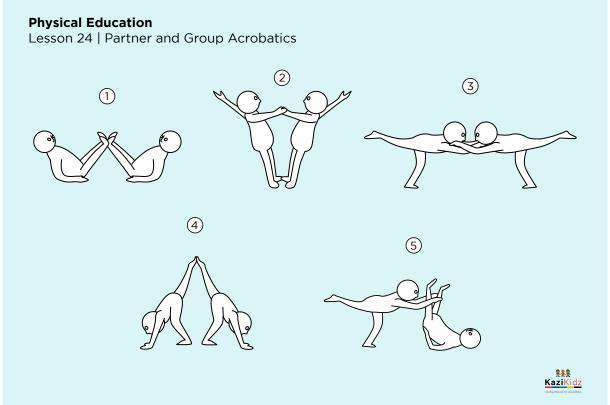




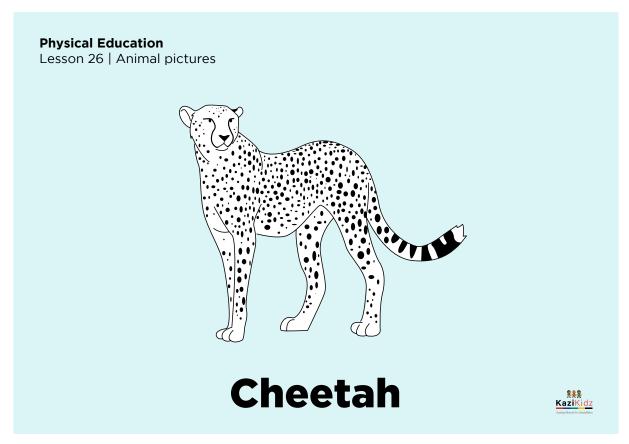


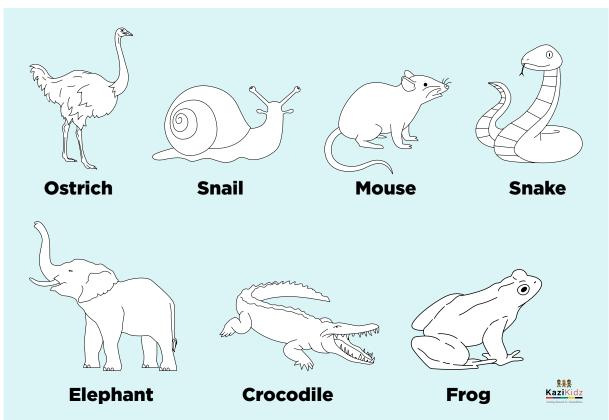




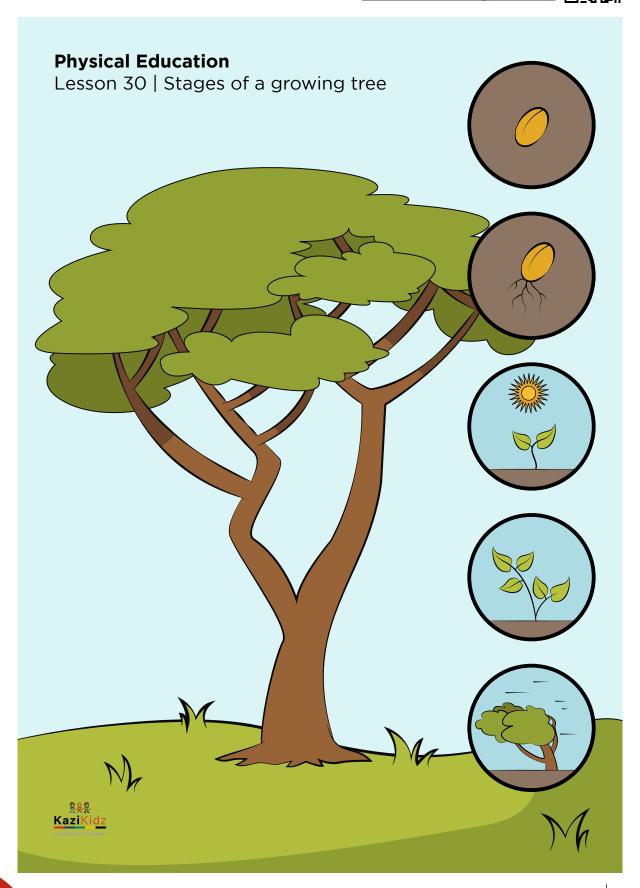






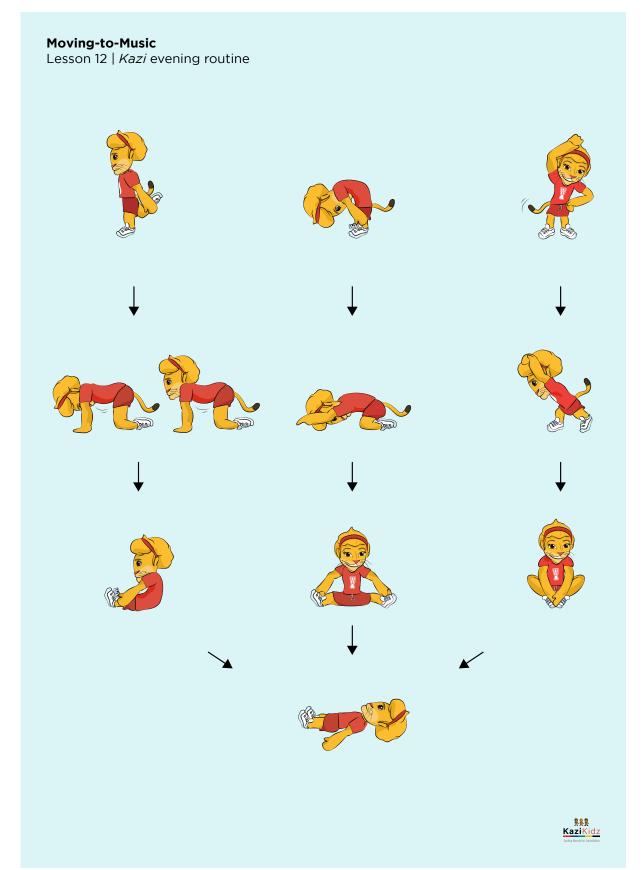






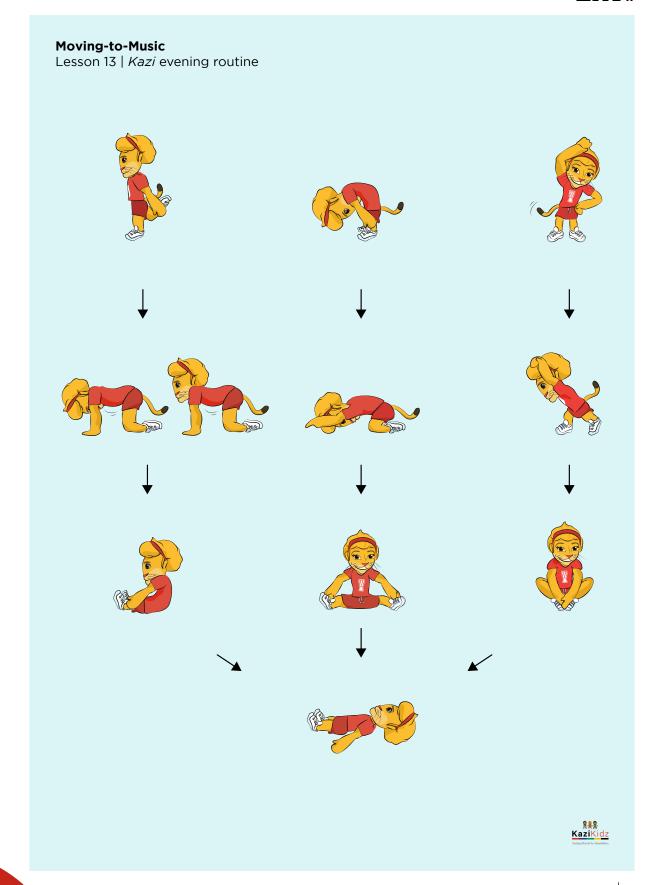




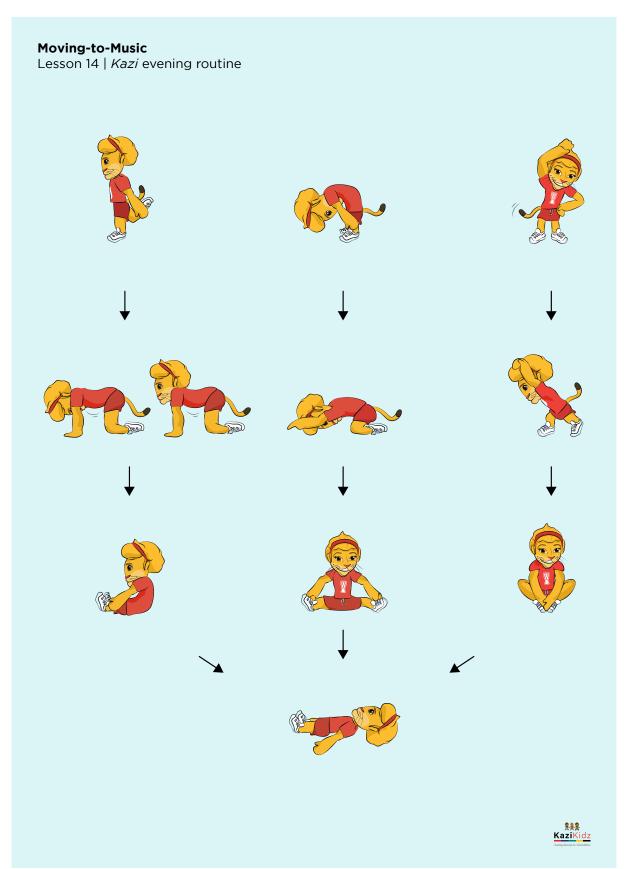


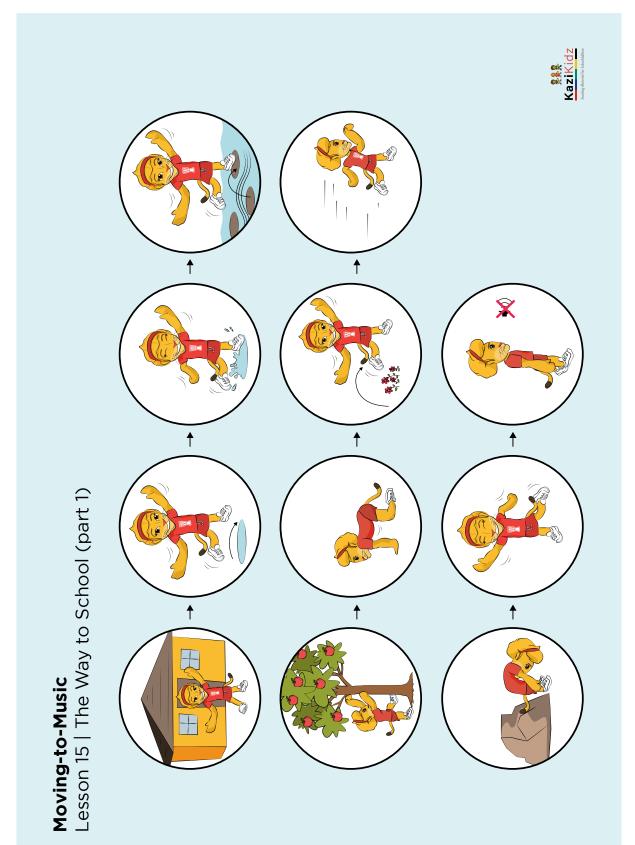




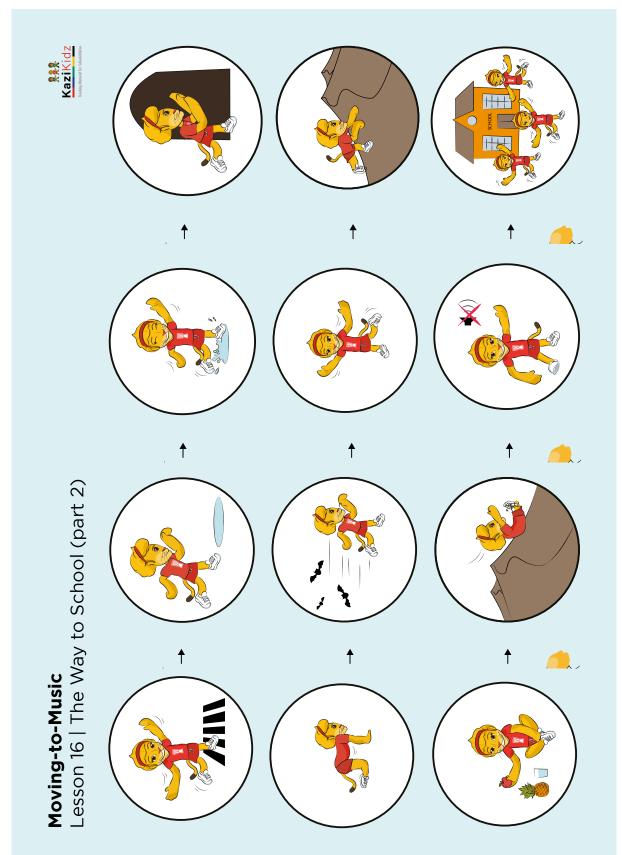


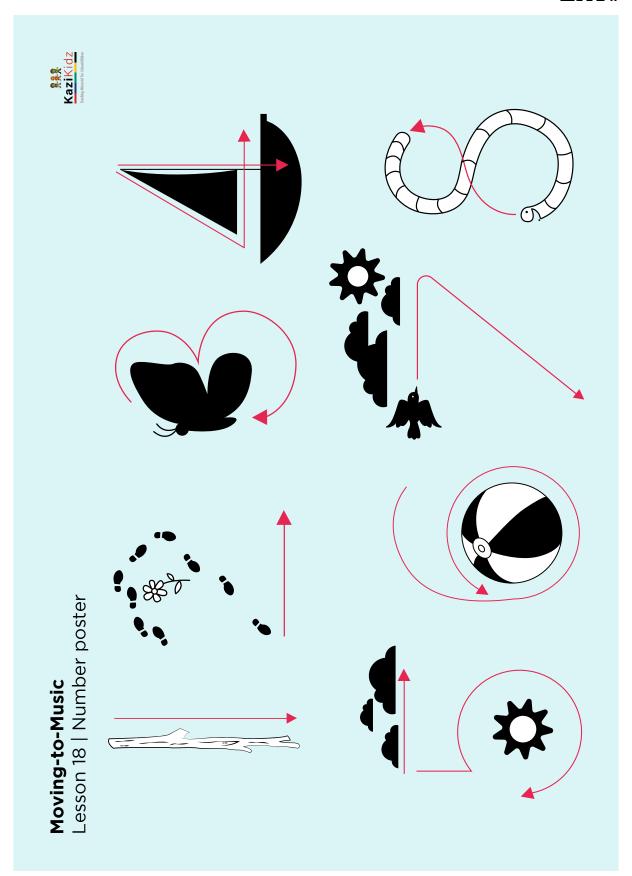




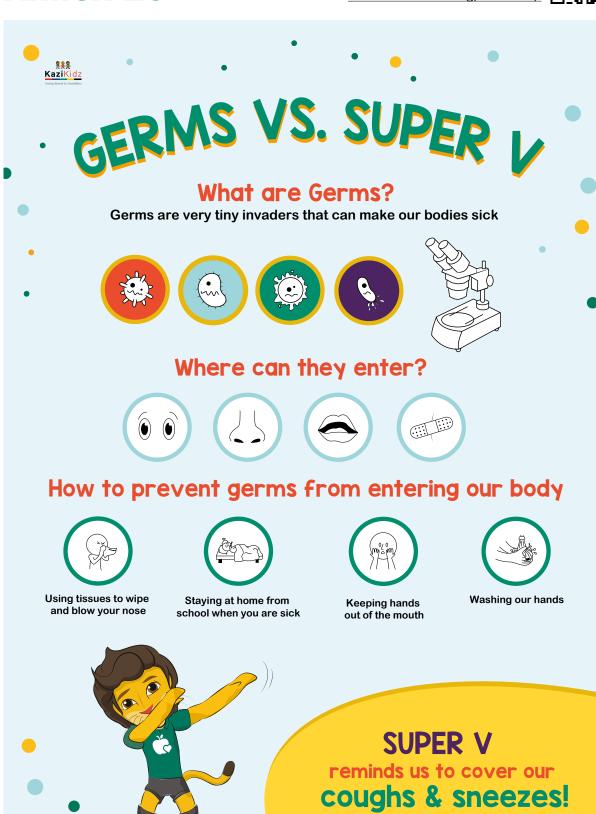


















ET'S WASH

How to wash our hands

Wet your hands with water and use enough soap to cover the hands. Rub soap over the hands as shown:



Palm to palm

Sack of fingers



Fingernails



Back of hands







When to wash your hands



After using the toilet



After sneezing or coughing



After playing with pets



After sports or playing outside



Before eating



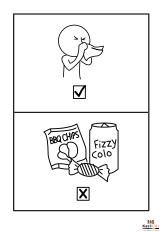




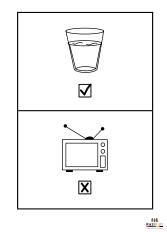
CLEAN HANDS KEEP YOU HEALTHY AND STRONG!



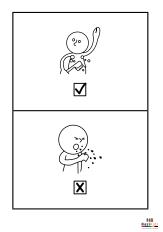
Health, Hygiene and Nutrition | Lesson 3 | Habit cue cards



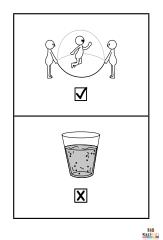
Health, Hygiene and Nutrition | Lesson 3 | Habit cue cards



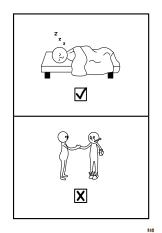
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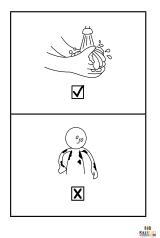
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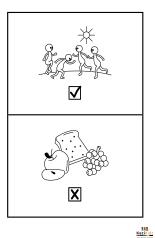
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Health, Hygiene and Nutrition | Lesson 3 | Habit cue cards



Health, Hygiene and Nutrition | Lesson 3 | Habit cue cards



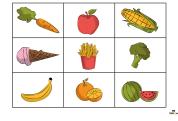
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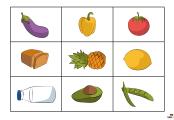
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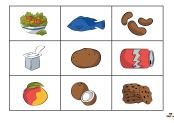


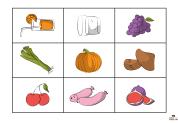


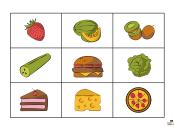


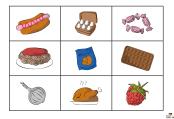






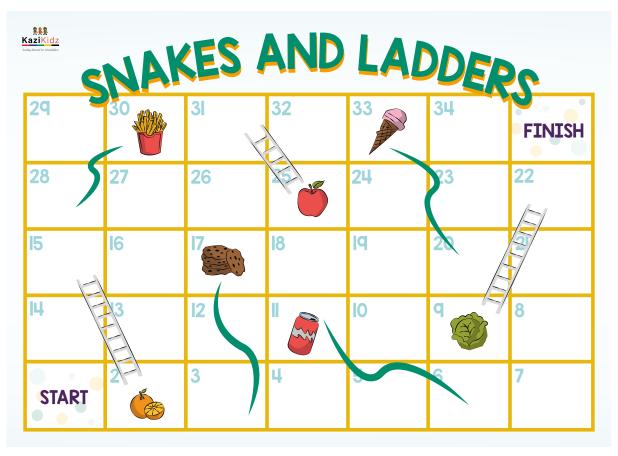






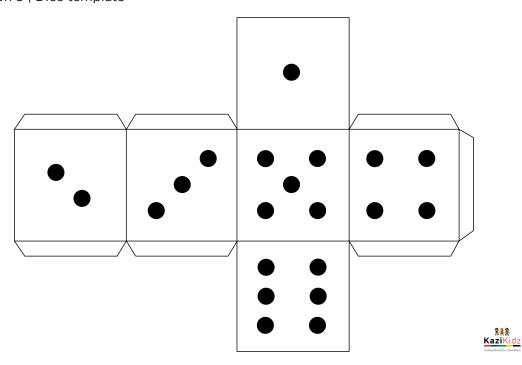






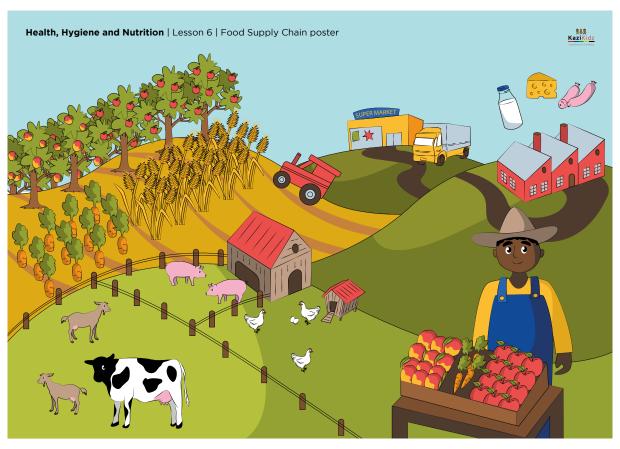
Health, Hygiene and Nutrition

Lesson 5 | Dice template



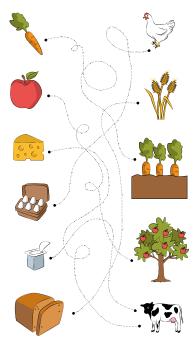
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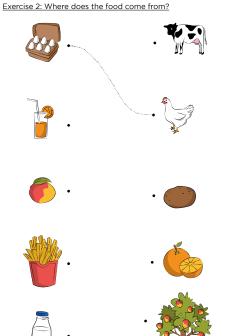
Health, Hygiene and Nutrition | Lesson 6 What goes together?

Exercise 1: Follow the line





Health, Hygiene and Nutrition | Lesson 6



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Being physically active can contribute to the development of physical competence and fitness as well as to the child's cognitive, social and emotional development. Physical Education (PE) plays a crucial role in the holistic education and development of children. Yet, in many schools from marginalised neighbourhoods, PE is not given the recognition and importance it deserves. For this reason, the KaziKidz teaching material was developed for teachers, principals, school staff or for those responsible from the Ministry of Education, Arts and Culture, in order to contribute to and support the quality of PE in these schools. The exercises and games in this book are easy to use, do not require a lot of material and are designed to be enjoyable and exciting for the learners. The teaching material was developed by a team of Swiss, Namibian and South African experts. The lessons meet the requirements of the Namibian Curriculum and are supported by the National Institute for Educational Development (NIED), Okahandja, Namibia, and the UNESCO team Namibia under the leadership of Director Mr. Djaffar Moussa Elkadhum, UNESCO Representative in Namibia.















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