

# 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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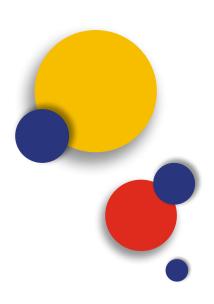
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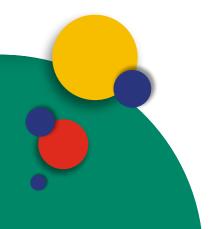
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## **III Prefaces**



**Prof Dr Uwe Pühse**UNESCO 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 Walter**UNESCO 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 Wilders**Associate 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 Müller**Project 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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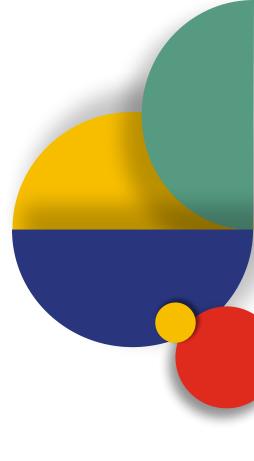
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## **VI Abbreviations And Acronyms**

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.

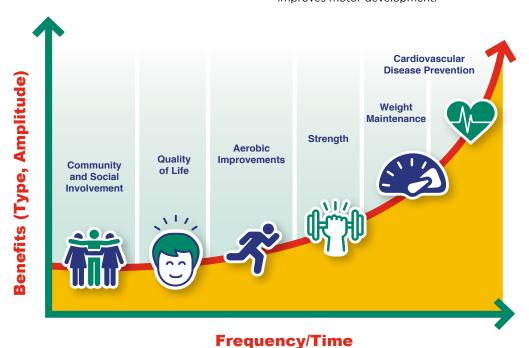


Figure 1. The multi-faceted dose-response curve of exercise (Smith et al., 2018)

#### 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.

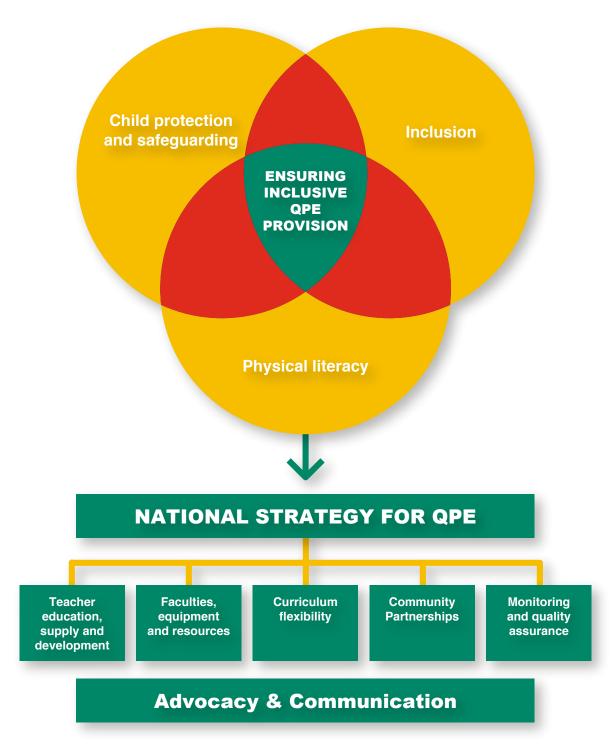


Figure 2. Strategy for inclusive Quality Physical Education according to UNESCO (Whitehead, 2010)

## 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**

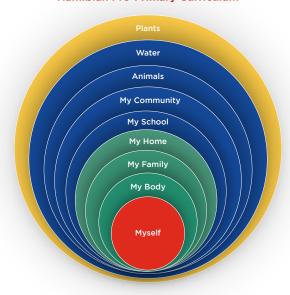


Figure 3. Timing and structure of the annual Namibian Pre-Primary curriculum (Pre-Primary Syllabus of Namibia, Okahandja, Namibia, 2023)

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.

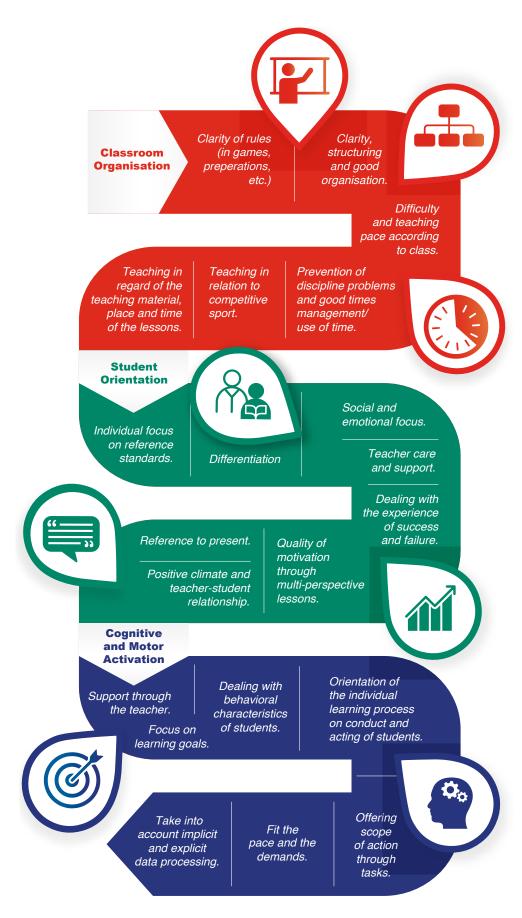


Figure 4. Dimensions and features of teaching quality in Physical Education (PE) (Herrmann et al., 2016)

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	

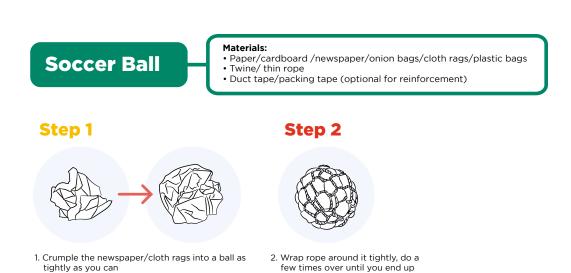
Table 1. Template for lesson tracking in Physical Education (e.g. Pre-Primary)

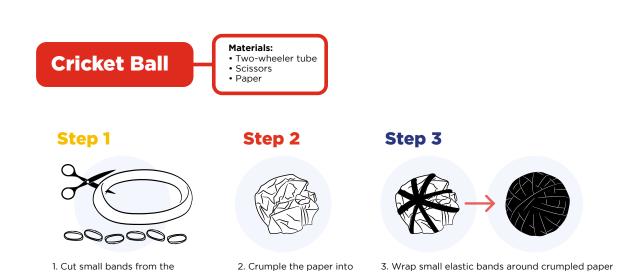
#### 3.3 Self-made Equipment

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:

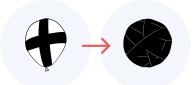
- Balloon
   Packing tape

#### Step 1



1. Blow up the balloon

#### Step 2



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

### **Bean Bags**

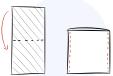
- Durable material like denim or socks or sewn cloth
   Rice, dried beans
- · Sewing machine

#### 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



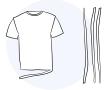
4. Fill bag with selected contents - 2/3 full and double stitch the opening closed

## **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 Physical Education



#### 4.1 Physical Education

## **Instructions For Physical Education**

The KaziKidz toolkit is a holistic educational and instructional tool for pre-primary and primary school teachers and arose from the project KaziBantu. The lessons have been designed in conjunction with the Namibian curriculum. The aim is to motivate learners through content, games and activities in a joyful way that encourages them to strive for and live a healthy lifestyle throughout childhood and adolescence. By using KaziKidz teachers will be contributing to the wellbeing and health of their learners.

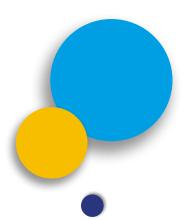
Physical Education (PE) plays a critical role in holistic childhood education and development. To be physically active contributes to the development of physical competence and fitness, as well as to the cognitive, social and emotional development of children. Children should undertake 60 minutes or more of moderate-to-vigorous physical activity daily. The Healthy Active Kids South Africa Report Card (2018) has shown that children, particularly from marginalized communities, do not achieve the minimal daily physical activity recommendations. Schools play an important role in making a meaningful contribution to the goal

of achieving the recommended daily physical activity guidelines by incorporating Physical Education lessons into the school curriculum. Since some schools are affected by inadequate and poor infrastructure (e.g. a poor quality lawn), lack of equipment and large class numbers, an attempt was made to include these factors in the design of the presented lesson plans in order to have fun together with the schoolchildren.

To make a meaningful contribution to health at schools, it is important for Physical Education classes to be conducted on a regular basis. Establishing class procedures and routines at the beginning of the programme may encourage order in your class. *Kazi* and lesson plans in blue will guide you through the Physical Education teaching material.

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**

Physical Education



This overview table facilitates the tracking of the lessons.						
Component	Term	Lesson Number	Theme	Lesson Content	Date	
Physical	Term 1	Lesson 1	Myself	Body knowledge		
Education		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		
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		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		







- **Equipment**
- Kazi poster
- 4 cones

#### Introduction: Kazi says

Time: 10 min

Equipment/accompaniment: Kazi poster to show the learners

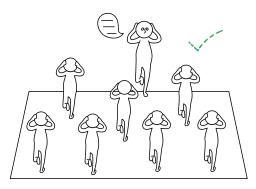
#### **How to conduct**

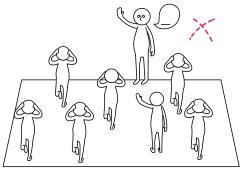
The children form a semicircle around you. They should all be able to look at the *Kazi* poster. Explain to the learners that *Kazi* wants to accompany the class throughout the year and discover the environment together. Introduce *Kazi* using the poster.

To introduce the lesson content 'Body knowledge' point to a part of *Kazi*'s body and ask the children to say the name of the body part out aloud. To see whether the children really know the body parts, *Kazi* plays a game with them: '*Kazi* says'.

You take on the role of *Kazi*, giving instructions to the learners to name different body parts. But the instructions should only be carried out by the class if the instruction is preceded by the words: '*Kazi* says...'.

Possible instructions: 'Kazi says stand on one leg', 'Kazi says lay on your back', 'Kazi says touch your nose'. If the instruction is simply 'stand on one leg', the learners should not obey. Children that make a mistake need to do 5 jumping jacks in order to join the game again.





Refer to annex 1

#### Goal of the game

Name the body parts and move specific body parts with Kazi.

What to watch for: Integrate all the body parts and combine different body parts within one instruction.

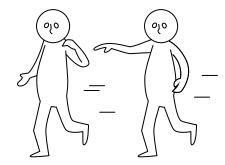
#### Main part: Kazi tag

Time: 15 min

Equipment/accompaniment: Cones to mark out the playing area

#### **How to play**

Depending on the class size, two or more children are appointed as *Kazi*. The *Kazi* catchers try to tag as many children as possible. The tagged child should hold on to the body part where he/she has been tagged. For example, if a child is tagged on the knee, he/she has to grab his/her knee and hold on to it throughout the game. Tagged children also become catchers. The last learner who has not been tagged wins the game.



#### **Goal of the game**

Learners improve their body awareness.

What to watch for: If it is too easy or too hard for catchers, adjust the size of the playing area and the number of catchers.



#### Cool down: Relax your body

Time: 5 min

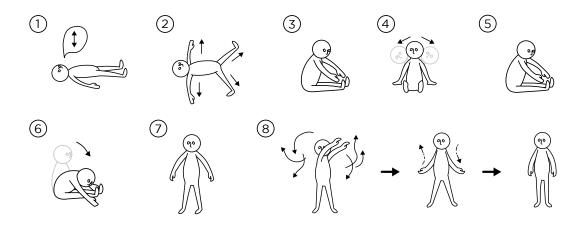
Equipment/accompaniment: No equipment

#### How to organize

Learners stand in a circle. You give instructions for simple relaxation and stretching exercises. Pay attention to the exact names of the body parts concerned.

#### Possible instructions could be:

- 1. Lie down on your back and breathe in and out very slowly.
- 2. Pull both your arms and legs as far away from your body as possible.
- 3. Now slowly sit up and touch your toes with your fingers.
- 4. Place your hands beside your hip and slowly try to touch your shoulder with your ear. Now touch your other shoulder with your other ear.
- 5. Sit up as straight as possible and try to reach the sky with both of your hands.
- 6. Now release your arms and let your upper body sink over your legs and if you can, let your forehead touch your knees.
- 7. Come back to an upright position and slowly stand up.
- 8. Imagine being a tree rooted to the ground, and your arms as the branches moving in the wind. Now imagine there is a heavy storm (do big and wild movements with your arms), then the wind becomes weaker and weaker until the storm subsides completely (movements get smaller and smaller and slow down until standing still).



#### Goal of the game

Listen to instructions and move specific parts of the body.

What to watch for: Try to talk slowly and make sure the learners can follow along.





- Cones
- Kazi Puzzle

# **Introduction:** *Kazi* says

Time: 5 min

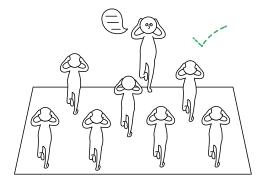
Equipment/accompaniment: No equipment

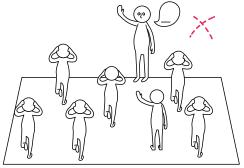
# **How to conduct**

You take on the role of *Kazi*, giving instructions to the learners to name different body parts. But the instructions should only be carried out by the class if the instruction is preceded by the words: '*Kazi*, says...'.

Possible instructions: 'Kazi, says stand on one leg', 'Kazi, says lay on your back', 'Kazi, says touch your nose'. If the instruction is simply 'stand on one leg', the learners should not obey.

Children that make a mistake should do 5 jumping jacks in order to join the game again.





# Goal of the game

To name the body parts and move specific body parts.

What to watch for: To integrate all the body parts and combine different body parts within one instruction.



# Main part: Which part is missing?

Time: 20 min

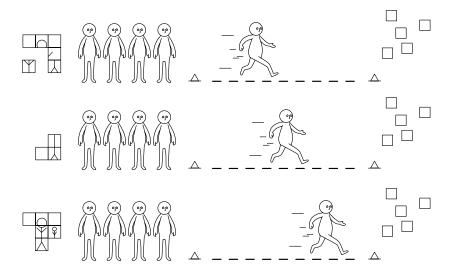
**Equipment/accompaniment:** Cones and *Kazi* Puzzle (cut the pieces out before the lesson starts)

#### **How to conduct**

Form groups of about 6 to 8 learners. The groups line up next to each other and form a row. At the other end of the playing area, there should be as many puzzles scattered on the floor as there are groups participating. All the pieces are wildly mixed up.

At the start signal, the first learner from each group runs to the puzzle pieces and brings back one piece. By giving the next child a high five, he/she may then run and also fetch a puzzle piece. If a child uncovers a puzzle piece with a body part that his/her group already has, he/she puts it back on the floor face down and runs back empty-handed. Only one piece of the puzzle can be uncovered at a time.

At the end of the activity, each group should have put together a complete picture of *Kazi* and his friend with all their body parts. As soon as the puzzle is completed, the whole group should sit down in a row. The group that completes their puzzle and sits down first wins this relay race. If you have enough time, you can do a second round.



# Refer to annex 2

#### Goal of the game

Learners learn which body part belongs where and improve their body knowledge.

What to watch for: Keep an eye on uncovering only one puzzle piece at a time.

# Cool down: Relax your body

Time: 5 min

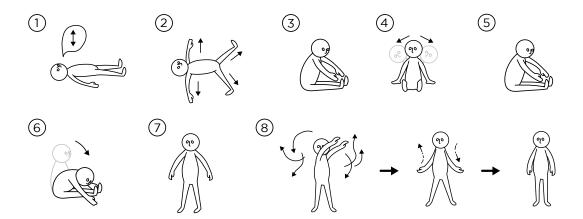
Equipment/accompaniment: No equipment

#### **How to conduct**

Learners stand in a circle. You give instructions for simple relaxation and stretching exercises. Pay attention to the exact names of the body parts concerned.

#### Possible instructions could be:

- 1. Lie down on your back and breathe in and out very slowly.
- 2. Pull both your arms and legs as far away from your body as possible. As if someone is pulling on your feet and hands.
- 3. Now slowly sit up and touch your toes with your fingers.
- 4. Place your hands beside your hip and slowly try to touch your shoulder with your ear. Now touch your other shoulder with your other ear.
- 5. Sit upright and try to reach the sky with both of your hands.
- 6. Now release your arms and let your upper body sink over your legs and if you can, let your forehead touch your knees.
- 7. Come back to an upright position and slowly stand up.
- 8. Imagine being a tree rooted to the ground, and your arms as the branches moving in the wind. Now imagine there is a heavy storm (do big and wild movements with your arms), then the wind becomes weaker and weaker until the storm subsides completely (movements get smaller and smaller and slow down until standing still).



# Goal of the game

Listen to instructions and move specific parts of the body.

What to watch for: Try to talk slowly and make sure the learners can follow along.





**Equipment** 

- Kazi poster
- · Pictures of exercises

# Introduction: Get up with Kazi

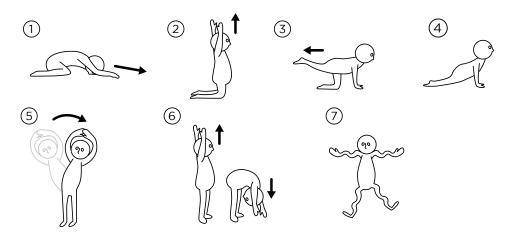
Time: 10 min

**Equipment/accompaniment:** Kazi poster to show the learners

#### **How to conduct**

Show learners the *Kazi* poster and tell them how *Kazi* stretches in the morning. Do the same exercises along with the children.

- 1. Get into a kneeling position and bend over until your upper body is lying on your legs. Both your hands should be touching the ground in front of your head. Inhale and exhale slowly and deeply and stay in this position for about 3 breaths.
- 2. Sit up and try to reach to the sky, staying on your knees.
- 3. Come down into a crawling or all-fours position and try to extend one leg. Change to your other leg.
- 4. Lay down on your stomach with your hands positioned under your shoulders. Now push yourself up until your arms are straight. Look up to the sky.
- 5. Slowly stand up and bring your hands together above your head. Now slowly bend to one side. Stay there for 3 seconds and come back to the middle. Now bend to the other side.
- 6. Stand up on your tiptoes and stretch your arms and whole body up towards the sky. After 5 to 10 seconds drop your upper body to the ground and let your arms hang down relaxed. Repeat 2 times.
- 7. Shake your whole body around.



Refer to annex 3

# Introduction continued: Get up with Kazi

# Goal of the game

Warming up and preparation for the following exercises and improvement of body knowledge.

What to watch for: Make sure to use the correct terms for each body part and that all children can see and hear you clearly.

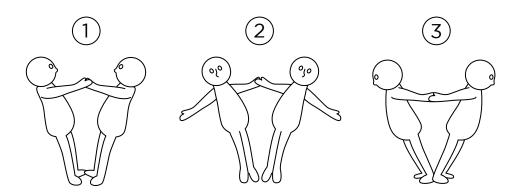
# Main part: Partner acrobatics

Time: 20 min

**Equipment/accompaniment:** Pictures of the exercises

#### **How to conduct**

Organise learners into groups of 2. Encourage them to do these 3 exercises. Demonstrate the exercises using the help of a few groups, then allow the rest to practice. Or alternatively, show them the picture of the exercise. Only continue to the next exercise when both learners in the group have practiced the activity.



#### Refer to annex 3

#### Goal of the game

Learn to trust in others and see what me and my body is capable of doing.

**What to watch for:** If some of the children are scared, offer them help and support, but first try to give them time to find a solution themselves.

Cool down: Take a seat

Time: 5 min

Equipment/accompaniment: No equipment

#### **How to conduct**

Ask the learners to stand in a circle back-to-back. When everyone is ready, you give the starting signal 'sit'. Everyone sits on his or her neighbour's knees. If possible, try to walk around the circle when all learners are sitting. As a variation, try the other direction as well.



# Goal of the game

Everyone has to work together and stay in the circle.

What to watch for: Give clear signals.

Kazi says

Jump high and touch the sky.







**Equipment** 

· Picture

# **Introduction:** Wash the dirty elephant

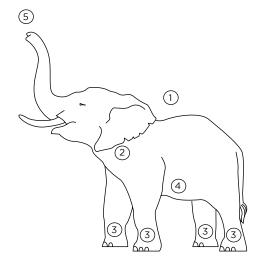
**Equipment/accompaniment:** Picture of an elephant

#### **How to conduct**

Today Kazi watched his friend the big elephant playing in the mud and saw how dirty he was afterwards. The learners should help to get him clean again. Everyone must first stand in a circle. While washing elephants, the group has to imagine that there is a huge and dirty elephant in the middle of the circle, which needs to be washed.

The following commands or actions can be carried out:

- Washing the back: 'Jump up and try to get to the back clean.'
- 2. Washing behind the ears: 'Fold the ears forward and wash behind them.'
- 3. Washing the legs: 'Kneel down and wash the four feet and legs in a washing movement. Climb through the legs and make yourself small.'
- 4. Washing the belly: 'Lie down on your back to get to the belly.'
- 5. Wash the elephant's trunk: 'Make a big circle with both your arms and wash the trunk from the top to the bottom. You can also ask the learners if there is any more dirt on the elephant and let them be creative with matching movements.'



#### Goal of the game

Repeat body parts and start moving.

What to watch for: Make big movements.

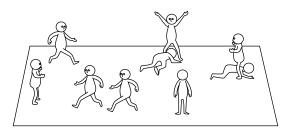
# Main part 1: Tunnel elephant tag

Time: 10 min

Equipment/accompaniment: No equipment

## **How to play**

Ask the children to spread out on the playing area. Choose 3 or more catchers (depending on the class size). When a child is tagged, he/she has to stay where he/she is with legs spread apart to make a tunnel. The tagged child can be freed when another child crawls through the elephant's legs. The game is finished when all the children are tagged.



# Goal of the game

Develop an inner awareness of the body and its relationship to space.

What to watch for: Define the playing area before starting the game.

# Main part 2: Snake run

Time: 10 min

Equipment/accompaniment: No equipment

#### How to play

The class is divided into groups of equal size. Each group is placed in a line. The learners will pretend to ski down a mountain with lots of twists and turns, just like a real slalom race.

- The learner in the back starts first and winds through the other learners until he/she is in the front.
- Then the 'new' last child starts winding through to the front.
- As soon as the learner reaches the front, he/she must sit. The group with all learners seated wins. Repeat the game again but switch positions of learners in the line.



# Main part 2 continued: Snake run

# Goal of the game

Develop an awareness of the body and its relationship to space and avoid obstacles.

What to watch for: Only one child per group is running at a time.

# Cool down: Massage in a circle

Time: 5 min

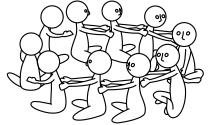
**Equipment/accompaniment:** No equipment

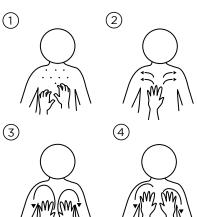
#### **How to conduct**

All the children sit in a circle, with each child facing the back of the one in front of them. The learners give the child in front of them a massage for 1 minute. After 1 minute, all children turn around and give the same massage to their neighbour.

You can give instructions on how to massage:

- 1. It is raining
- 2. Wipe away the dust
- 3. Do circles
- 4. Give the shoulders a gentle kneading as if they were a ball of dough.





# Goal of the game

Improve the body concept and be gentle with the other children.

**What to watch for:** Keep an eye on children who are putting in too much or too little effort while giving massages.







**Equipment** 

- 4 balls
- Cones
- 4 hoops

# Introduction: Pass the ball

Time: 5 min

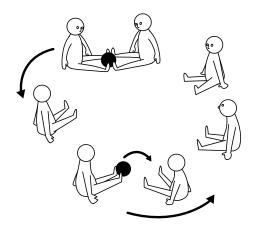
Equipment/accompaniment: 2-4 balls

#### How to play

All the learners form a circle. Depending on the size of the group, hand out 2, 3 or 4 balls and make sure they're spaced evenly apart from each other. With the start signal, the balls are passed around as quickly as possible without touching the floor. The goal is that the balls never catch up with each other. If you want to make more of a competition out of it, form a double circle, so that you have two separate groups who can challenge each other.

No matter if you form one or two circles, the game can be played in different ways:

- 1. Pass the ball with hands
- 2. Pass the ball between the legs
- 3. Pass the ball backwards over the head
- 4. Sit on the floor and only use your feet to trap and pass the ball.



# Goal of the game

Learners develop an awareness for their body and its relationship to objects.

What to watch for: Do not choose balls that are too small or difficult to control. (Use netballs or soccer balls if possible).

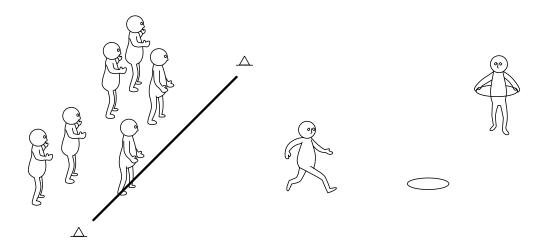
# Main part 1: Hoop relay race

Time: 10 min

Equipment/accompaniment: 4 hoops and cones

#### **How to play**

Make teams with about 6 learners in each team. Pick a start and finish line, and put a hoop behind the finish line for each team. All teams line up at the starting line. After your starting signal, the first learner in each team will run, jump through the hoop, and come back to his/her group. After a hand clap, the next child will start running. When all the learners have climbed through the hoop and are back at the start line, the game is over and the fastest team wins. If time permits the game can be played again.



# Goal of the game

Control the body in such a way that the learner can move around freely and improve the awareness of the body's relationship to objects.

What to watch for: If you do not have enough hoops, tie the ends of a rope together to make a circle for the children to climb through. If cones are not available empty bottles can be used as place markers.



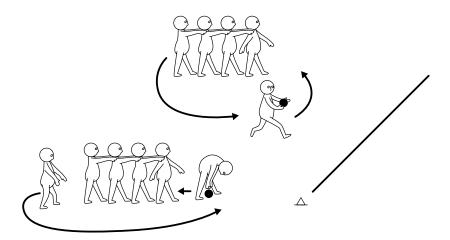
# Main part 2: Tunnel relay race

Time: 10 min

**Equipment/accompaniment:** Balls

# **How to play**

Form teams of around 6 children. Set a starting and a finish line. All teams line up at the starting line. Within every group, the learners hold onto the shoulders of the learner in front of them. The learner at the back holds a ball in his/her hands. After your starting signal the last learner starts running to the front position and rolls the ball back between the legs of all group members. When the ball arrives at the last learner, he/she picks up the ball and runs to the front. The group that gets to the finish line first wins.



# Goal of the game

Improve the body's relationship to objects and space.

**What to watch for:** All children have to hold on to the shoulders of the child in front of them. It helps to keep the gaps between them small.

# Cool down: Take a seat

Time: 5 min

Equipment/accompaniment: No equipment

# **How to conduct**

Ask the learners to stand in a circle back-to-back. When everyone is ready, you give the starting signal 'sit'. Everyone sits on his or her neighbour's knees. If possible, try to walk round the seated circle. As a variation repeat the other way as well.



# Goal of the game

Everyone has to work together and stay in the circle.

What to watch for: Give clear signals.







**Equipment** 

- · Pictures of the exercises
- Hoop

# **Introduction:** Get up with *Kazi*

Time: 5 min

Equipment/accompaniment: No equipment

#### **How to conduct**

Let's stretch with Kazi.

- 1. Get into a kneeling position and bend over until your upper body is lying on your legs. Both your hands should be touching the ground in front of your head. Inhale and exhale slowly and deeply and stay in this position for about 3 breaths.
- 2. Sit up and try to touch and reach to the sky, staying on your knees.
- 3. Come down into a crawling or all-fours position and try to extend one leg. Change to your other leg.
- 4. Lay down on your stomach with your hands positioned under your shoulders. Now push yourself up until your arms are straight. Look up to the sky.
- 5. Slowly stand up and bring your hands together above your head. Now slowly bend to one side. Stay there for 3 seconds and come back to the middle. Now bend to the other side.
- 6. Stand up on your tiptoes and stretch your arms and your whole body towards the sky. After 5 to 10 seconds drop your upper body to the ground and let your arms hang down relaxed. Repeat 2 times.

7. Shake your whole body around.















#### Goal of the game

Warming up preparation for the following exercises and improvement of body knowledge.

What to watch for: Make sure to use the correct terms for each body part and that all children can see and hear you clearly.

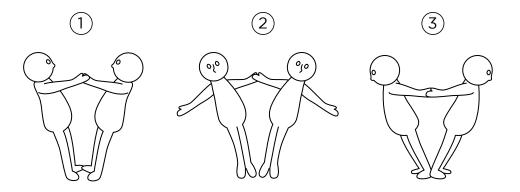
# Main part: Partner acrobatics

Time: 20 min

**Equipment/accompaniment:** Pictures of the exercises

#### **How to conduct**

Organise learners into groups of 2. Encourage them to do these 3 exercises. Demonstrate the exercises using the help of a few groups, then allow the rest to practice. Or alternatively, show them the picture of the exercise. Only continue to the next exercise when both learners in the group have practiced the activity.



#### Refer to annex 4

# Goal of the game

Learners improve their body concept, trusting in others and taking care of others.

What to watch for: Keep an eye on the rotation of the positions, so that every child take a turn in securing a role.

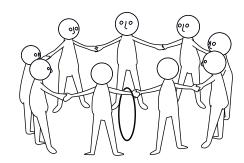
# Cool down: Climb through the hoop

Time: 5 min

Equipment/accompaniment: 1 hoop

# **How to conduct**

Get the learners to form a circle and hold hands. Place a hoop between 2 children. Without letting their hands go, they must guide the hoop around their whole body. Every child has to climb through the hoop. If the group size is quite big, you can give them 2 or even more hoops.



# Goal of the game

Every child has to work out his/her own way through the hoop and be aware of his/her neighbours.

What to watch for: The children must not let go of the hands.





- 1 normal dice
- 1 exercise dice

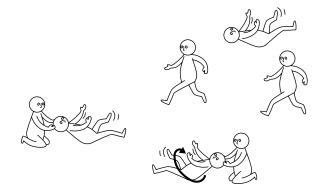
# Introduction: Save the turtle

Time: 10 min

Equipment/accompaniment: No equipment

# **How to play**

In this game, depending on the size of the class, two or more children start as catchers and try to tag as many children as possible. Once tagged, a child must lay on his/her back and pretend to be a turtle that can't turn over on their own. Turtles can be freed if another child helps them turn back over. The game ends when all the children have been tagged and are 'turtles' on their back.



# Goal of the game

The objective for the children is to stand up and change positions quickly, while watching out for catchers and the other children at the same time.

What to watch for: Before starting the game, define the playing area.



# Main part: What does the dice say?

Time: 10 min

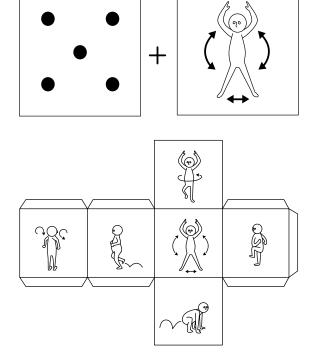
Equipment/accompaniment: 1 normal dice and 1 exercise dice

#### How to carry out

To play this game, have learners form a big circle. Select one child to roll the normal dice and another child to roll the exercise dice. They should then both come to the middle of the circle and roll their dice. They should announce their rolls to the whole group. For example, if the regular dice rolls a '4' and the exercise rolls 'jumping jacks', the group should do 4 jumping jacks. After the group completes the movement, the two children who rolled the dice can pass them to another child.

The game includes 6 movements. They are:

- 1. Drawing circles with your shoulders
- 2. Jumping on one leg
- 3. Jumping jacks
- 4. Touching your knee with your opposite elbow
- 5. Jumping like a frog
- 6. Full turn.



#### Refer to annex 5

#### Goal of the game

The children will count to six and pair each number with different movements.

What to watch for: To prepare for this lesson, cut out and glue the dice. This will save you time and effort as you can reuse the dice in future lessons.

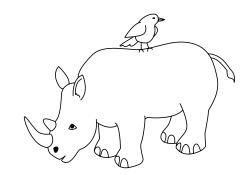
# Cool down: Help the rhinos to find the way

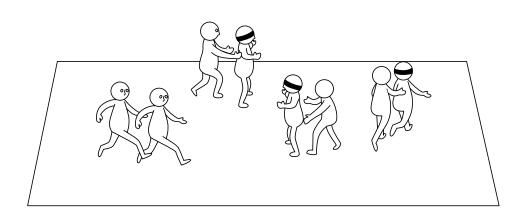
Time: 10 min

Equipment/accompaniment: No equipment

#### How to play

Kazi explains to the learners how his friend, the rhino, has poor eyesight and needs birds to ride on his back to guide him. Divide the learners into groups of 2 and assign one learner to be a rhino and the other to be a little bird. Have the groups spread across the playing area. On your signal to begin, have the rhinos close their eyes and start walking. The little birds have to lead their rhino partners by tapping their right or left shoulder to indicate a turn in that direction, and tapping between the learners' shoulder blades to continue walking straight forward. Change roles.





# Goal of the game

Improve learners spatial awareness of the body to navigate obstacles.

What to watch for: Define the boundaries of the playing area. If you have the necessary equipment you could also blindfold the rhinos to increase the level of challenge.









- Equipment
- ConesBalls

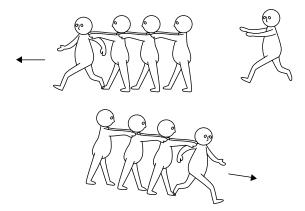
#### **Introduction:** Bored lions

Time: 10 min

Equipment/accompaniment: No equipment

#### How to play

Kazi introduces his family members and shares that when they feel bored, they enjoy playing a game called 'bored lions'. Engage the children by asking about their own family members and whether they too, experience moments of boredom. To play this game, first form groups of around 4 to 6 children and choose one person to be the catcher. Each group should hold onto each other's shoulders, and the catcher will try to tag the last person in one of the groups. The goal for the groups is to work together to cleverly move around the playing area so that the catcher cannot tag the last person in their group. If the catcher tags the last person in the group, he/she goes to the front of the queue and the caught 'tail' becomes the new catcher.



# Goal of the game

Learn to use the information received through the eyes to guide the hands to perform a movement.

What to watch for: Make sure the learners keep holding the shoulders of the person in front of them.

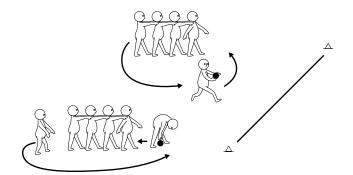
# Main part: Tunnel relay race

Time: 15 min

**Equipment/accompaniment:** Balls

#### How to play

Form teams of around 6 children. Set a starting and a finish line. All teams line up at the starting line. Within every group, have learners hold onto the shoulders of the learner in front of them. The learner at the back holds a ball in his/her hands. After your starting signal the last learner starts running to the front position and rolls the ball back between the legs of all group members. When the ball arrives at the last learner, he/she picks up the ball and runs to the front. The group that gets to the finish line first wins.



# Goal of the game

By rolling the ball between their legs, the learners improve their eye-hand coordination.

What to watch for: Prevent large gaps between the learners, each learner should hold onto the shoulders of the learner in front of them.

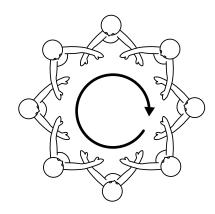
# **Cool down:** Crossing hands

Time: 5 min

Equipment/accompaniment: No equipment

# How to carry out

To play this game, have all the learners sit in a circle and either place their hands on their neighbours' left knee or on the floor if they prefer. To begin the round, choose a direction and a starting hand to tap first, and then continue in order around the circle. It is important to keep the order of the hands and not the order of the learners themselves. As the game progresses after a few rounds, you can introduce variations such as changing the direction (signalled by tapping twice) or excluding a hand for making a mistake.



# Goal of the game

Use your eyes to guide your hand movements.

What to watch for: If the group is too big and/or one round takes too long, form two circles.





**Equipment** 

4 balls

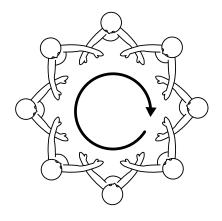
# **Introduction:** Crossing hands

Time: 10 min

Equipment/accompaniment: No equipment

#### How to carry out

To play this game, have the learners sit in a circle and either place their hands on their neighbours' left knee or on the floor if they prefer. To begin the round, choose a direction and a starting hand to tap first, and then continue in order around the circle. It is important to keep the order of the hands and not the order of the learners themselves. As the game progresses after a few rounds, you can introduce variations such as changing the direction which is signalled by tapping twice or excluding a hand for making a mistake.



#### Goal of the game

Use your eyes to guide your hand movements.

What to watch for: If the group is too big and/or one round takes too long, form two circles.



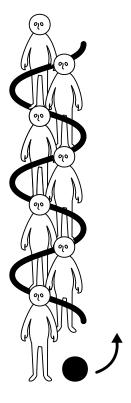
# Main part: Snake run with a ball

Time: 10 min

#### Equipment/accompaniment: 4 balls

#### **How to play**

- 1. The class is divided into equal size groups and each group is lined up.
- 2. The children will act out a slalom run, that involves weaving in and out of obstacles. In this game the obstacles are the other children in the line.
- 3. The last learner in line will hold a ball and weave through the other learners. He/she will need to roll the ball with their hands through the obstacles while making their way to the front of the line.
- 4. Once the learner reaches the front, they will roll the ball back to the new last learner in line.
- 5. The game continues as the new last learner weaves through the obstacles.
- 6. The group that finishes the slalom with all the children having taken a turn, wins.



# Goal of the game

To improve eye-hand coordination by rolling the ball through the slalom while avoiding obstacles.

**What to watch for:** Make sure the learners stand at an appropriate distance from each other. If they stand too close, it can be difficult to roll the ball through the slalom properly.

# Cool down: Catch the antelope

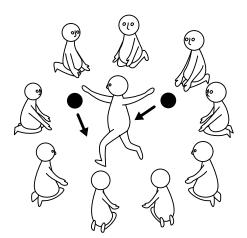
Time:10 min

Equipment/accompaniment: 4 balls

# **How to play**

Have all the children form a circle and kneel down. They will pretend to be a lion pride and try to catch their food (such as an antelope) using balls.

- 1. Choose up to 4 learners to be the antelopes, depending on the size of the class. They will stand in the middle of the circle while the rest of the children are the lion pride.
- The lion pride will roll balls towards the antelopes and try to touch their feet. If a ball touches an antelope's foot, he/she becomes a lion and joins the lion pride.
- 3. The game continues until all the antelope have been caught.
- 4. To make the game faster and more intense, you can add more balls. Start with two balls and add more as you see fit.



# Goal of the game

Work as a group and improve the eye-hand coordination.

What to watch for: Players should roll the ball, rather than throw it.



Physical Education | Pre-Primary



MY FAMILY: Eye-foot-coordination
Term 1 | Lesson 10 | Time: 30 min

**Equipment** 

· No equipment

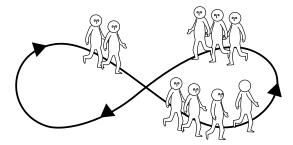
# Introduction: Figure eight

Time: 5 min

Equipment/accompaniment: No equipment

#### **How to conduct**

To begin the game, have all the learners walk behind you. Start by leading the learners in a circle, then start to increase your speed gradually until you are jogging. Now switch to a figure-eight-pattern, ensuring that all learners keep a safe and consistent distance from each other. This will avoid collisions at the crossing point of the figure eight.



# Goal of the game

To improve the ability of foot-eye coordination while also warming up for other games.

What to watch for: It is important to maintain a steady pace while walking or running, and not going too fast.

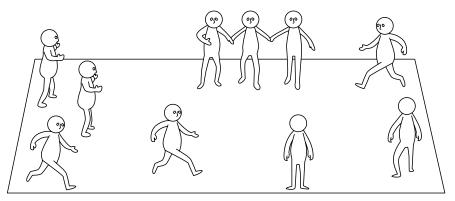
# Main part: Chain tag

Time: 15 min

Equipment/accompaniment: No equipment

#### How to play

In this game, the children have forgotten about the time while playing outside together. They have not come home in time, and the parents have to round them up. To start, choose two players to act as the 'parents'. They are the catchers and have to tag the other players, who are 'children'. When a child is caught while being touched they hold hands with one of the parents and run on together. With each caught child the chain of children holding hands becomes longer. The game ends when all the children are caught. Just be careful not to let go of hands while playing.



# Goal of the game

By following and trying to tag other children, learners practice using their eyes to control the movements of their feet in this game.

What to watch for: It is important to define the playing area before the game begins.



#### Cool down: Friend scout

Time:10 min

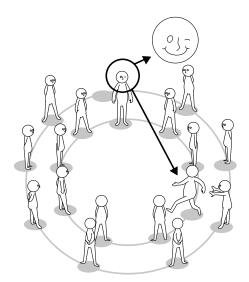
Equipment/accompaniment: No equipment

# **How to play**

This game is called 'Blink' and is played with two groups of learners standing in an inner and outer circle. The outer circle learners keep their hands behind their backs, while the inner circle children stand in front of them. One learner is chosen as the 'blinker' and stands alone in the middle of the circle. The blinker blinks at a child in the inner circle. As soon as the learner blinks, the learner in the inner circle must quickly run towards the blinker, while their partner from the outer circle tries to hold them back with their arms. When the learner from the inner circle successfully breaks free and reaches the blinker, he/she becomes the next blinker.

However, if the child from the outer circle is successful in holding his/her partner back, the blinker chooses another child from the inner circle.

The game continues until every learner has a turn as a blinker.



# Goal of the game

The learners have to focus on the eyes of the blinker and be very attentive.

What to watch for: The children from the outer circle should keep their hands behind their back.





- Cones
- Balls

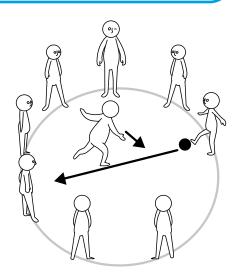
#### Introduction: The one in the middle

Time: 5 mir

Equipment/accompaniment: No equipment

# **How to play**

To play this game form groups of 10 to 12 learners and have each group stand in a circle with a ball. One learner from the group is asked to stand in the middle. The learners in the circle try to pass the ball to each other using their feet while the learner in the middle tries to steal the ball. If he/she succeeds, they swap places with the last child who touched the ball.



# Goal of the game

To enhance hand-eye coordination and reaction time and learn how to control body movements directed by their eyes.

What to watch for: Learners are not allowed to do high passes or kicks.



# Main part: Partner relay race

Time: 20 min

#### **Equipment/accompaniment:** Cones

#### How to play

For this relay race divide the children into groups of around 8 learners and define a starting and a finishing line. Have all teams line up at the starting line. Within each group, have the children pair up in twos. Explain that the race will consist of four rounds, each with a slightly different challenge, but always involving pairs. After your starting signal, the first pair should run to the finish line and come back, high-five with the next pair and they start running. A round is complete when all pairs have finished and are seated behind the starting line.

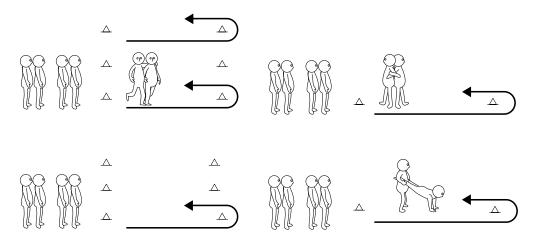
Before each round, demonstrate the new way of walking/running as follows:

Round 1: The pair links two arms.

Round 2: The pair walks back-to-back, linking all four arms.

Round 3: The pairs should hold a ball between their stomachs, without using their arms or hands.

Round 4: The pair does the wheelbarrow-walk and changes positions in the middle. If this is too challenging, have learners repeat one of the previous rounds.



#### Goal of the game

- 1. To improve coordination between eyes and feet while responding unpredictable movements from partners.
- 2. To encourage respectful communication and interaction with partners even in a competitive environment.

What to watch for: Before starting each new round, provide a demonstration of the new walking or running technique that will be used.

# Cool down: Making pizza

Time:5 min

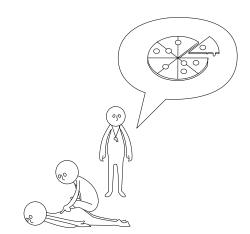
Equipment/accompaniment: No equipment

#### **How to conduct**

Ask the learners to pair up and sit one behind each other. One learner will be the massage giver and the other will be the receiver. The receiver should turn his/her back to the giver. As the teacher, tell a 'massage story' (see below) while making the matching movements in the air or demonstrate with a learner if needed. The learner giving the massage should use their hands to imitate your movements on the back of his/her partner. After one round, roles change.

Instructions for the 'pizza' massage story:

- 'Sprinkle a little bit of flour on the table to prevent the dough from sticking.'
- 2. 'Place the dough on the table.'
- 3. 'Gently knead the dough.'
- 4. 'Cut and prepare some toppings, such as onions and tomatoes.'
- 5. 'Place the dough back on the table.'
- 6. 'Roll the dough out to make it flat and big.'
- 7. 'Add the toppings by springling them on top of the dough.'
- 8. 'Place the pizza in the hot oven.'
- 9. 'Cut the pizza to share it.'
- 10. 'Pretend to eat the pizza.'
- 11. 'Wipe away the crumbs.'



# Goal of the game

Experience relaxation.

What to watch for: Tell the story in an expressive way and vary your tone of voice.







- **Equipment**
- Cones
- Balls

# Introduction: Late for school

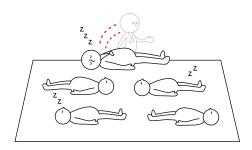
Time: 10 min

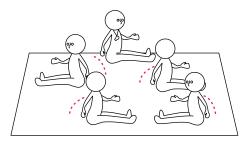
Equipment/accompaniment: No equipment

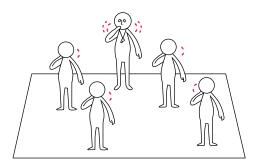
#### **How to conduct**

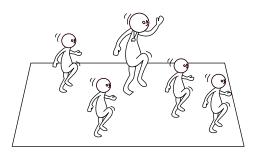
Have the learners gather around you so they can see and hear you well. Explain that you'll be pretending to get ready for school together. Start by pretending you are sleeping. Now wake up and realize you are late for school! Give the following commands in order, and have the learners act them out:

- 1. 'Wake up, you are late for school'
- 2. 'Run to the bathroom'
- 3. 'Brush your teeth'
- 4. 'Wash your face'
- 5. 'Run down stairs'
- 6. 'Eat breakfast'
- 7. 'Oops! You forgot to put your clothes on'
- 8. 'Run back upstairs and put on your shirt, pants and socks'
- 9. 'Run back downstairs'
- 10. 'Oops! You forgot your bag upstairs. Got get it'
- 11. 'Run back upstairs'
- 12. 'Take your bag'
- 13. 'Now run downstairs'
- 14. 'Open the door and start running'
- 15. 'Oops! You forgot your shoes'
- 16. 'Run back to your house'
- 17. 'Open the door'
- 18. 'Put on both shoes'
- 19. 'Go outside and close the door'
- 20. 'Start running'
- 21. 'Balance over a little bridge'
- 22. 'Duck under a fallen tree'
- 23. 'Finally you have arrived at school. You are tired, but you made it.'









# **Introduction continued:** Late for school

Refer to annex 6

# Goal of the game

Pay attention to the teacher as they explain a special morning routine.

What to watch for: Perform the movements as fast and as big as you can.

# Hooray! We made it to school.

# Main part: Partner relay race

Time: 15 min

Equipment/accompaniment: Cones and balls

#### How to play

For this relay race divide the children into groups of around 8 learners and define a starting and a finishing line. Have all teams line up at the starting line. Within each group, have the children pair up in twos. Explain that the race will consist of four rounds, each with a slightly different challenge, but always involving pairs. After your starting signal, the first pair should run to the finish line and come back, high-five with the next pair and they start running. A round is complete when all pairs have finished and are seated behind the starting line.

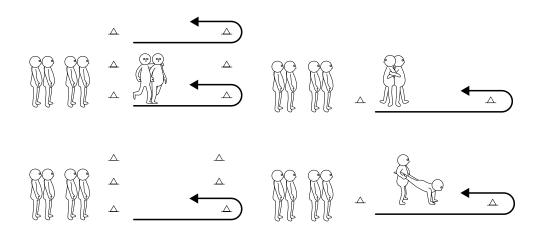
Before each round demonstrate the new way of walking/running as follows:

Round 1: The pair links two arms

Round 2: The pair walks back-to-back linking all four arms

Round 3: The pairs should hold a ball between their stomachs, without using their arms or hands

Round 4: The pair does the wheelbarrow-walk and changes positions in the middle. If this is too challenging, have the learners repeat one of the previous rounds.



#### Goal of the game

- 1. To improve coordination between eyes and feet while responding to unpredictable movements from partners.
- 2. To encourage respectful communication and interaction with partners even in a competitive environment.

What to watch for: Before starting each new round, provide a demonstration of the new walking or running technique that will be used.

#### Cool down: Relax your body

Time: 5 min

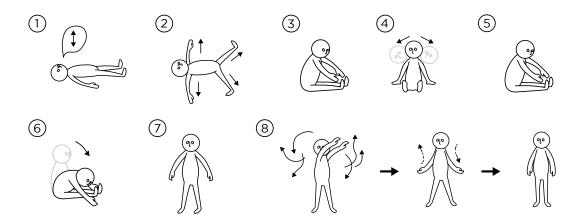
Equipment/accompaniment: No equipment

#### **How to conduct**

Gather the learners in a circle. Give instructions for simple relaxation and stretching exercises. Make sure to use the exact names of the body parts involved, such as 'Raise your arms above your head' or 'Bend forward and touch your toes.'

Examples of instructions could be:

- 1. 'Lie down on your back and take deep breathes in and out very slowly.'
- 2. 'Stretch your arms and legs as far away from your body as possible, like someone is pulling on them.'
- 3. 'Slowly sit up and touch your toes with your fingers.'
- 4. 'Place your hands beside your hips and slowly try to touch your shoulders with your ear, one at a time.'
- 5. 'Sit up straight and reach up to the sky with both of your hands.'
- 6. 'Let your upper body sink over your legs, and if you can, let your forehead touch your knees.'
- 7. 'Slowly stand up and imagine being a tree rooted to the ground.'
- 8. 'Move your arms like branches swaying in the wind. First, there is a big and wild storm, then the wind becomes weaker and weaker until it stops completely.'



#### Goal of the game

Listen to instructions and move specific parts of the body.

**What to watch for:** Speak slowly and clearly to help the learners understand the instructions. You can also play a soft song while doing the activities to make it more fun and enjoyable.



MY HOME: Gross motor movements
Term 2 | Lesson 13 | Time: 30 min

**Equipment** 

No equipment

#### **Introduction:** Get up with *Kazi*

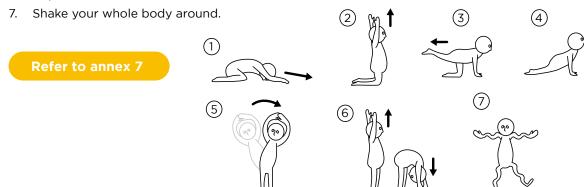
Time: 5 mir

Equipment/accompaniment: No equipment

#### **How to conduct**

Imagine getting up with Kazi. Now let's do the following activities with Kazi.

- 1. Get into a kneeling position and bend over until your upper body is lying on your legs. Both your hands should be touching the ground in front of your head. Inhale and exhale slowly and deeply and stay in this position for about 3 breaths.
- 2. Sit up and try to reach to the sky, staying on your knees.
- 3. Come down into a crawling or all-fours position and try to extend one leg. Change to your other leg.
- 4. Lay down on your stomach with your hands positioned under your shoulders. Now push yourself up until your arms are straight. Look up to the sky.
- 5. Slowly stand up and bring your hands together above your head. Now slowly bend to one side. Stay there for 3 seconds and come back to the middle. Now bend to the other side.
- 6. Stand up on your tiptoes and stretch your arms and you whole body towards the sky. After 5 to 10 seconds drop your upper body to the ground and let your arms hang down relaxed. Repeat 2 times.



#### Goal of the game

Warming up, preparation for the following exercises and improvement of body knowledge.

What to watch for: Make sure to use the correct terms for each body part and that all children can see and hear you clearly.

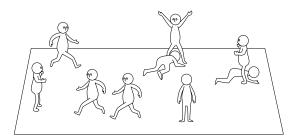
#### Main part: Tunnel tag

Time: 15 min

Equipment/accompaniment: No equipment

#### How to play

In this game learners should spread out in an open area. Choose 3 or more 'catchers', depending on the class size. The job of the catchers is to try to touch other learners. If a learner is tagged, they have to stand still with their legs apart, creating a tunnel. The tagged learner can be freed when a learner crawls through the tunnel. The game ends when all the learners have been tagged.



#### Goal of the game

Help learners to become more aware of their body and how it interacts with the space around them.

What to watch for: Before starting the game, make sure to set the boundaries of the playing area.

#### Cool down: Take a seat

Time: 10 mir

Equipment/accompaniment: No equipment

#### **How to conduct**

Ask the learners to stand in a circle back-to-back. When everyone is ready, you give the starting signal 'sit'. Everyone sits on his/her neighbour's knees. If possible, try to walk in or around the circle when all learners are sitting. As a variation, try the other direction as well.



#### Goal of the game

Everyone has to work together and stay in the circle.

What to watch for: Give clear signals.



MY HOME: Gross motor movements
Term 2 | Lesson 14 | Time: 30 min

**Equipment** 

None

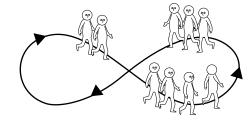
#### Introduction: Figure eight

Time: 5 min

Equipment/accompaniment: No equipment

#### **How to conduct**

To begin the game, have all the learners walk behind you. Start by leading the learners in a circle, then increase your speed gradually until you are jogging. Now switch to a figure-of-eight patter, ensuring that all learners keep a safe and consistent distance from each other. This will avoid collisions at the crossing point of the figure eight.



#### Goal of the game

To improve the ability to develop foot-eye coordination, while also warming up for the games.

What to watch for: It is important to maintain a steady pace while walking or running, and not going too fast.

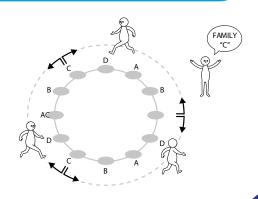
#### Main part: Coming back home

Time: 15 min

Equipment/accompaniment: No equipment

#### How to play

In this game each learner is assigned a typical family surname, and depending on the class size, each family consists of 5 to 8 family members. The teacher calls out one of the surnames and all the learners belonging to that family run around the circle and try to be the first one to return to their own spot. The winner gets to call the next surname for the next round of the game. The goal of the game is to run as fast as you can and be the first one back in your own spot.



#### Main part continued: Coming back home

#### Goal of the game

To improve the coordination of arms and legs, learners need be attentive and quick to react.

What to watch for: Select surnames that are easy for the learners to remember.

#### Cool down: Stretch before bed

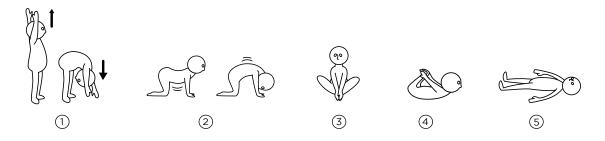
Time: 10 min

Equipment/accompaniment: No equipment

#### **How to conduct**

Let the learners know it is going to be 'bedtime' soon. But before going to bed, encourage them to stretch their bodies. Here's a simple stretching routine:

- 1. Stand on your tiptoes and stretch your arms up towards the sky, stretching your whole body. Then after 5 to 10 seconds let your upper body fall and your arms hang down loosely.
- 2. Move into the cat and cow pose by starting on all fours with your spine and neck in a neutral position. Then inhale as you lower your belly towards the ground and lift your neck and head up slowly. Exhale, and do a cat-like arch by pulling your spine towards the sky and pointing your chin towards your chest. Alternate between the two poses.
- 3. Move into the butterfly stretch by sitting down with the soles of your feet together and holding onto your feet with your hands. Place your elbows on your knees and lean forward slightly.
- 4. Now do the bow pose and lie on your belly. Bend your legs, grasping your ankles with your hands. Hold the position for around 5 seconds.
- 5. Finally, encourage the learners to get comfortable in their beds and breathe in and out slowly.



#### Goal of the game

To help learners understand the difference between tension and relaxation of the body.

What to watch for: Try speaking slowly to ensure all learners can follow along.





## MY SCHOOL: Laterality/Directionality

Term 2 | **Lesson 15** | Time: 30 min

- **Equipment**
- Foot cardsNormal dice
- · Exercise dice
- Blindfolds

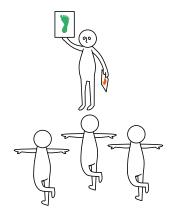
#### Introduction: Stay on track

Time: 5 min

**Equipment/accompaniment:** 2 foot cards (1 orange for the left foot and 1 green for the right foot)

#### **How to conduct**

Gather the learners in front of you in a clear space, so they can see you well. Show the learners the two foot-cards, one orange for the left foot and one green for the right foot. Demonstrate to the learners how to use the foot-cards by holding up one food-card and hopping on the corresponding foot. For example, if you hold up the orange left foot-card, hop on your left foot. Repeat this a few time with each foot-card so the learners understand the concept. Then, show the learners how to use both foot-cards by holding up the foot-cards and hopping on both feet at the same time. Start slowly and give the learners time to practice. As they become more comfortable with the exercise, gradually increase the speed.







#### **Refer to annex 8**

#### Goal of the game

The children learn to distinguish between their right and left sides.

**What to watch for:** To help learners who are struggling to distinguish between their left and right sides, let them know it is a common mix-up. Reinforce the concept of 'green' and 'orange' by repeating what the colours mean.

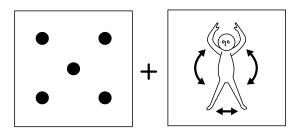
#### Main part: What does the dice say?

Time: 15 min

#### Equipment/accompaniment: 2 dice

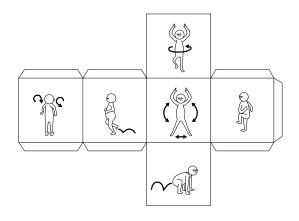
#### **How to conduct**

To play this game, have learners form a big circle. Select one child to roll the normal dice and another learner to roll the exercise dice. They should then both come to the middle of the circle and roll their dice. They should announce their rolls to the whole group. For example, if the regular dice rolls a '4' and the exercise rolls 'jumping jacks', the group should do 4 jumping jacks.



After the group completes the movement, the children who rolled the dice can pass them to another child. The game includes 6 movements. They are:

- 1. Drawing circles with your shoulders
- 2. Jumping on one leg
- 3. Jumping jacks
- 4. Touching your knee with your oppostive elbow. For example, right knee with left elbow
- 5. Jumping like a frog
- 6. Full turn.



#### Refer to annex 8

#### Goal of the game

To help the learners develop an inner awareness of the right and left sides, as well as their mid-line of their body, while also introducing basic numeracy skills when throwing the dice.

What to watch for: To ensure all the learners are actively engaged in listening and participating with the two learners who are throwing the dice.



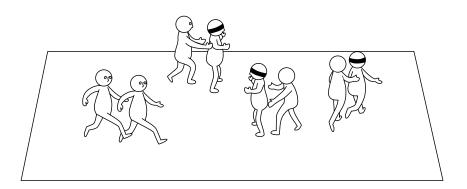
## Cool down: Help the rhino to find the way

Time: 10 min

Equipment/accompaniment: Blindfolds

#### **How to play**

Kazi tells the learners how his friend, the rhino, has poor eyesight and needs birds to ride on his back to guide him. Divide the learners into groups of 2 and assign one learner to be a rhino and the other to be a little bird. The rhinos can now put their blindfolds on with the help of their partner. Have the groups spread across the playing area. On your start signal, have the rhinos walk blindfolded with the little birds leading their partners by tapping their right or left shoulder to indicate a turn in that direction, and tapping between the learners' shoulder blades to continue walking straight forward. Change roles.



#### Goal of the game

The learners develop their awareness of their body's position in relation to space and directions.

What to watch for: Define the boundaries of the playing area. If you don't have the necessary equipment to blindfold the rhinos, have the learners close their eyes.





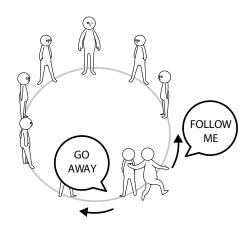
Balls

#### Introduction: Follow me, go away

Equipment/accompaniment: No equipment

#### How to play

All the children stand in a circle, and one child walks around the circle and randomly touches another child's back. They say either 'follow me' or 'go away'. If they say 'follow me', the child they touched runs in the same direction as them. If they say 'go away', the child the touched runs in the opposite direction. The goal is to be the first one to return to the same gap where they were standing. The child who loses continues the game as the one saying 'follow me' or 'go away'.



#### Goal of the game

The learners experience direction in relation to the external world.

What to watch for: If a child loses more than two times, designate a new learner to walk around the circle.



#### Main part: Catch the antelope

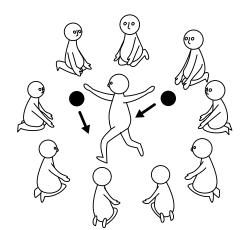
Time: 10 min

**Equipment/accompaniment:** Balls

#### **How to play**

Have all the children form a circle and kneel down. They will pretend to be the lion pride and try to catch their food (for example an such as an antelope) using balls.

- Choose 2 to 4 learners to be the antelopes, depending on the size of the class. They will stand in the middle of the circle while the rest of the children are the lion pride.
- The lion pride will roll balls towards the antelopes and try to touch their feet. If a ball touches an antelope's foot, he/she becomes a lion and joins the lion pride.
- 3. The game continues until all the antelope have been caught, and are no more left.
- 4. To make the game faster and more intense, you can add more balls. Start with two balls and add more as you see fit.



#### Goal of the game

Work as a group and improve the eye-hand coordination.

What to watch for: Players should roll the ball, rather than throw it.



#### Cool down: Stretch before bed

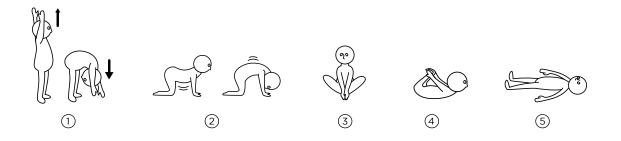
Time: 10 min

Equipment/accompaniment: No equipment

#### **How to conduct**

Let the learners know it is going to be 'bedtime' soon. But before going to bed, encourage the learners to stretch their bodies. Here's a simple stretching routine:

- 1. Stand on your tiptoes and stretch your arms up towards the sky, stretching your whole body. Then after 5 to 10 seconds let your upper body fall and your arms hang down loosely.
- 2. Move into the cat and cow pose by starting on all fours with your spine and neck in a neutral position, and then inhale as you lower your belly towards the ground and lift your neck and head up slowly. Exhale, and do a cat-like arch by pulling your spine towards the sky and pointing your chin towards your chest. Alternate between the two poses.
- 3. Move into the butterfly stretch by sitting down with the soles of your feet together and holding onto your feet with your hands. Place your elbows on your knees and lean forward slightly.
- 4. Now do the bow pose and lie on your belly and bend your legs, grasping your ankles with your hands. Hold the position for around 5 seconds.
- 5. Finally, encourage the learners to get comfortable in their beds and breathe in and out slowly.



#### Goal of the game

To help learners understand the difference between tension and relaxation of the body.

What to watch for: Try speaking slowly to ensure all the learners can follow along.





**Equipment** 

Tails/Material

#### Introduction: Late for school

Time: 10 min

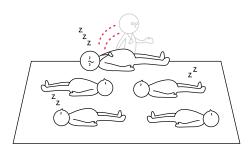
Equipment/accompaniment: No equipment

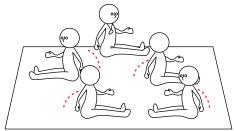
#### **How to conduct**

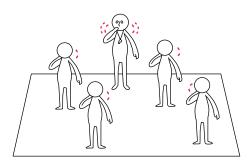
Have the learners gather around you so they can see and hear you well. Explain that you'll be pretending to get ready for school together. Start by pretending you are sleeping. Now wake up and realize you are late for school!

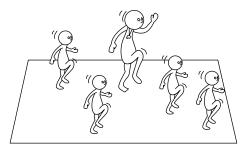
Give the following commands in order, and have the learners act them out:

- 1. 'Wake up, you are late for school.'
- 2. 'Run to the bathroom.'
- 3. 'Brush your teeth.'
- 4. 'Wash your face.'
- 5. 'Run down stairs.'
- 6. 'Eat breakfast.'
- 7. 'Oh no! You forgot to put your clothes on.'
- 8. 'Run back upstairs and put on your shirt, pants and socks.'
- 9. 'Run back downstairs.'
- 10. 'Oops! You forgot your bag upstairs.'
- 11. 'Run back upstairs and get it.'
- 12. 'Take your bag.'
- 13. 'Now run downstairs.'
- 14. 'Open the door and start running.'
- 15. 'Oops! You forgot your shoes.'
- 16. 'Run back to your house.'
- 17. 'Open the door.'
- 18. 'Put on both shoes.'
- 19. 'Go outside and close the door.'
- 20. 'Start running.'
- 21. 'Balance over a little bridge.'
- 22. 'Duck under a fallen tree.'
- 23. 'Finally you have arrived at school. You are tired, but you made it!'









#### Introduction continued: Late for school

#### Goal of the game

Pay attention to the teacher as he/she explains a special morning routine.

What to watch for: Perform the movements as fast and as big as you can.

#### Main part: Catch the tail

Time: 15 min

**Equipment/accompaniment:** Tails and cloth material

#### How to play

Split the children into two groups and clearly mark the play area. Each learner should tuck a piece of material or a small towel into their waistband, so that it can be easily seen as a tail. The goal is to collect as many tails as possible. If a learner loses his/her tail, he/she must freeze in place until one of his/her teammates gives him/her a cord he/she previously collected. The game ends when one group has collected all the tails, or you can simply stop the game and count each group's tails.





#### Goal of the game

Improve finger and eye coordination by attempting to steal cords of the other learners.

What to watch for: Note that this game can be quite competitive. Remind the learners to be gentle with one another.

#### Cool down: Massage in a circle

Time: 5 min

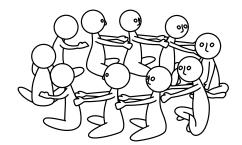
Equipment/accompaniment: No equipment

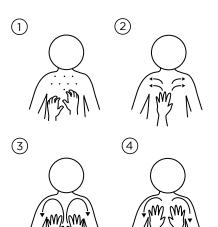
#### **How to conduct**

All the learners sit in a circle, with each learner facing the back of the one in front of them. The learners give the comrade in front of them a massage for 1 minute. After 1 minute, all learners turn around and give the same massage to their other neighbour.

You can give instructions on how to massage:

- 1. It is raining
- 2. Wipe away the dust
- 3. Do circles
- 4. Give the shoulders a gentle kneading as if they are a ball of dough.





### **Goal of the game**

To give a massage, the learners have to control how strong or gentle they use their muscles.

What to watch for: Keep an eye on children who are putting in too much or too little effort while giving massages.



# MY SCHOOL: Fine muscle movements Term 2 | Lesson 18 | Time: 30 min

- **Equipment**
- Spoons
- Small balls
- Normal sized balls
- Cones

#### **Introduction:** Pass the ball

Time: 10 min

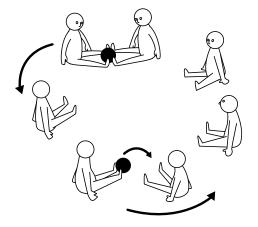
**Equipment/accompaniment:** Balls

#### How to play

All learners form a circle. Depending on the size of the group, hand out 2, 3 or 4 balls and make sure they're spaced evenly apart from each other. With the start signal, the balls are passed around as quickly as possible without touching the floor. The goal is that the balls never catch up with each other. If you want to make more of a competition out of it, form a double circle, so that you have two separate groups who can challenge each other.

No matter if you form one or two circles, the game can be played in different ways:

- 1. Pass the ball with hands
- 2. Pass the ball between the legs
- 3. Pass the ball backwards over the head
- 4. Sit on the floor and only use your feet to trap and pass the ball.



## Goal of the game

The learners improve their control and coordination of the small muscles of the body.

What to watch for: Do not choose balls that are too small or difficult to control (use netball or soccer balls if possible).



**Time**: 15-20 min

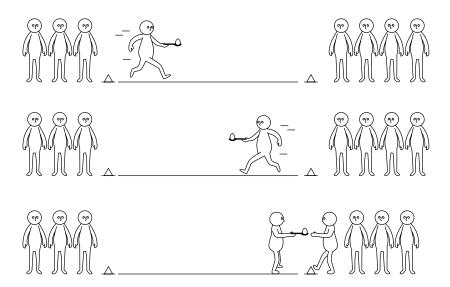
Equipment/accompaniment: Spoons, small balls or ping pong balls, and cones

## **How to play**

To set up this relay race, form groups of about 8 learners. Half of each group starts at one end of the playing area; the other half starts on the opposite side. The groups line up next to each other and form rows on both sides of the playing area.

The first child of each group on one side of the playing area holds a spoon with a ping pong ball on it in their hand. When you give the signal they should walk as quickly as possible towards the other half of their group without dropping the ball. Once the learner arrives at the other side, they pass the spoon and ball to the next child standing in line. The winning team is the one in which all children changed sides first. If a ball drops, you can either let the learner restart or just allow them to put the ball back on the spoon.

If you do not have spoons and/or ping pong balls, you can easily replace the spoon with an empty toilet paper roll and use newspapers to make balls.



#### Goal of the game

Balancing the ball on the spoon helps learners develop their fine motor skills.

What to watch for: You can add obstacles to the course if the learners feel confident enough.

#### Cool down: Making pizza

Time: 5 min

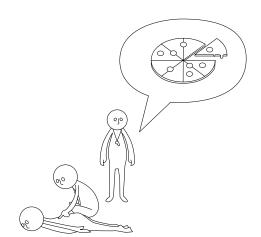
Equipment/accompaniment: No equipment

#### **How to conduct**

Ask the learners to pair up and sit one behind each other. One learner will be the massage giver and the other will be the receiver. The receiver should turn their back to the giver. As the teacher, tell a 'massage story' (see below) while making the matching movements in the air or demonstrate with a learner if needed. The learner giving the massage should use his/her hands to imitate your movements on the back of his/her partner. After one round, roles change.

Instructions for the 'pizza' massage story:

- 1. 'Sprinkle a little bit of flour on the table to prevent the dough from sticking.'
- 2. 'Place the dough on the table.'
- 3. 'Gently knead the dough.'
- 4. 'Cut and prepare some toppings, such as onions and tomatoes.'
- 5. 'Place the dough back on the table.'
- 6. 'Roll the dough out to make it flat and big.'
- 7. 'Add the toppings by springling them on top of the dough.'
- 8. 'Place the pizza in the hot oven.'
- 9. 'Cut the pizza to share it.'
- 10. 'Pretend to eat the pizza.'
- 11. 'Wipe away the crumbs.'



#### Goal of the game

Through giving and receiving massages, learners use their fine muscles and experience relaxation.

What to watch for: Tell the story in an expressive way and vary your tone of voice.







## 19 MY (

#### **MY COMMUNITY: Laterality/Directionality**

Term 2 | **Lesson 19** | Time: 30 min

**Equipment** 

- Spoons
- Small balls or ping pong balls
- Cones
- Hoops

#### Introduction: Hello my friend

Time: 5 min

Equipment/accompaniment: No equipment

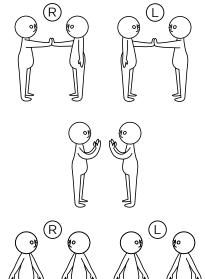
#### **How to conduct**

Gather the children around you and explain that in the village where they live, it is usual for people to greet each other in a special way. It is a small village, so everyone knows each other.

Show the learners how the greeting works:

- 'High five with your right hands.'
- 'Clap your own hands.'
- 'High five with left hands.'
- 'Clap your own hands.'
- 'Right feet touch and tap.'
- 'Left feet touch and tap.'

Practice this little choreography with the children. Now the learners are allowed to run around the playing field wildly. Whenever they meet someone, they greet each other in this way with a high five or clapping hands.



#### Goal of the game

Develop an inner awareness of both sides of the body and cross the mid-line of the body.

What to watch for: Take enough time to demonstrate the greeting.

#### Main part: Be careful with the egg

Time: 15-20 min

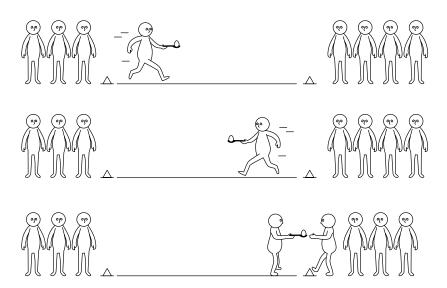
Equipment/accompaniment: Spoons, small balls or ping pong balls, and cones

#### How to play

To set up this relay race, form groups of about 8 learners. Half of each group starts at one end of the playing area; the other half starts on the opposite side. The groups line up next to each other and form rows on both sides of the playing area.

The first child of each group on one side of the playing area holds a spoon with a ping pong ball on it in their hand. When you give the signal they should walk as quickly as possible towards the other half of their group without dropping the ball. Once the learner arrives at the other side, they pass the spoon and ball to the next child standing in line. The winning team is the one in which all children changed sides first. If a ball drops, you can either let the learner restart or just allow them to put the ball back on the spoon.

If you do not have spoons and/or ping pong balls, you can easily replace the spoon with an empty toilet paper roll and use newspapers to make balls.



#### Goal of the game

Balancing the ball on the spoon helps learners develop their fine motor skills.

What to watch for: You can add obstacles to the course if the learners feel confident enough.

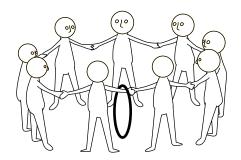
## Cool down: Climb through the hoop

Time: 5 min

Equipment/accompaniment: 1 hula hoop

#### **How to conduct**

Get the learners to form a circle and hold hands. Place a hula hoop between 2 children. Without letting their hands go, they must guide the hula hoop around their whole body. Every child has to climb through the hoop. If the group size is quite big, you can give them 2 or even more hula hoops.



#### Goal of the game

Every child has to work out his/her own way through the hoop and be aware of his/her neighbours.

What to watch for: The children must not let go of the hands.





**Equipment** 

· No equipment

#### Introduction: Horse race

Equipment/accompaniment: No equipment

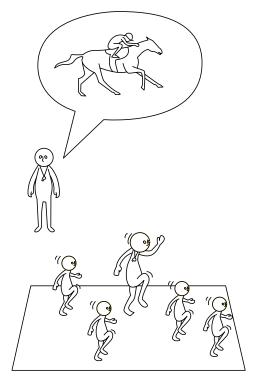
#### **How to conduct**

Begin by telling the learners that they will be playing a game where they pretend to be racehorses. You will be the commentator for their race, guiding them through the different movements and sounds.

Ask the learners to share what they know about horses. such as how they behave and the sounds they make. In an open area, start the game by having the children trot in place.

Then, pretend that the horses are arriving at the starting boxes and are very nervous, so they snort, neigh and paw their feet. The horses can hear the commentator saying: 'Ready, steady... GO'. The learners will now gallop and run as fast as they can.

As the game progresses, you can add more commands such as 'left turn', 'right turn', 'hurdle', 'water ditch', 'branch where you have to duck' 'final spurt', 'snort', 'neigh' and 'applause'.



#### Refer to annex 9

#### Goal of the game

Learners learn to orient themselves in the external world by interpreting directions in relation to their own position and movements.

What to watch for: Begin the activity slowly, gradually increasing the speed as you notice that the learners can keep up easily.

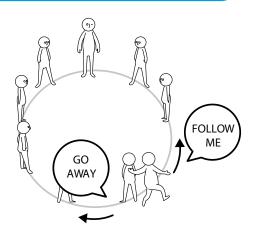
#### Main part: Follow me, go away

Time: 10 min

Equipment/accompaniment: No equipment

#### **How to play**

All the children stand in a circle, and one child walks around the circle and randomly touches another child's back. They say either 'follow me' or 'go away'. If they say 'follow me', the child they touched runs in the same direction as them. If they say 'go away', the child touched runs in the opposite direction. The goal is to be the first one to return to the same gap where they were standing. The child who loses continues the game as the one saying 'follow me' or 'go away'.



#### Goal of the game

The learners have to process an instruction quickly and decide immediately which direction is the right one.

What to watch for: If a child loses more than two times, designate a new learner to walk around the circle.



#### Cool down: Relax your body

Time: 10 min

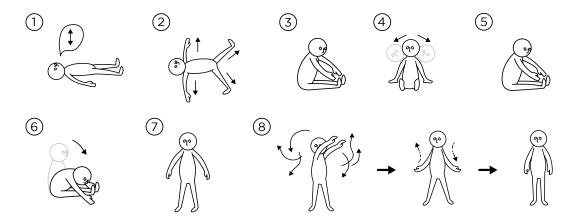
Equipment/accompaniment: 1 hula hoop

#### How to organize

Learners stand in a circle. You give instructions for simple relaxation and stretching exercises. Pay attention to the exact names of the body parts concerned.

#### Possible instructions could be:

- 1. Lie down on your back and breathe in and out very slowly.
- 2. Pull both your arms and legs as far away from your body as possible. As if someone is pulling on your feet and hands.
- 3. Now slowly sit up and touch your toes with your fingers.
- 4. Place your hands beside your hip and slowly try to touch your shoulder with your ear. Now touch your other ear with your other shoulder.
- 5. Sit up straight as possible and try to reach the sky with both of your hands.
- 6. Now release your arms and let your upper body sink over your legs and if you can, let your forehead touch your knees.
- 7. Come back to an upright position and slowly stand up.
- 8. Imagine being a tree rooted to the ground, and your arms as branches moving in the wind. Now imagine there is a heavy storm (do big and wild movements with your arms), then the wind becomes weaker and weaker until the storm subsides completely (movements get smaller and smaller and slow down until standing still).



#### Goal of the game

Listen to instructions and move specific parts of the body.

What to watch for: Try to talk slowly and make sure the learners can follow along.

Physical Education | Pre-Primary





**Equipment** 

- Balls
- Cones

#### Introduction: Pass the ball

Time: 10 min

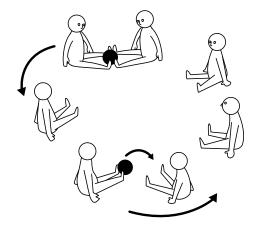
Equipment/accompaniment: 2-4 balls

#### How to play

All learners form a circle. Depending on the size of the group, hand out 2, 3 or 4 balls and make sure they're spaced evenly apart from each other. With the start signal, the balls are passed around as quickly as possible without touching the floor. The goal is that the balls never catch up with each other. If you want to make more of a competition out of it, form a double circle, so that you have two separate groups who can challenge each other.

No matter if you form one or two circles, the game can be played in different ways:

- 1. Pass the ball with hands
- 2. Pass the ball between the legs
- 3. Pass the ball backwards over the head
- 4. Sit on the floor and only use your feet to trap and pass the ball.



#### Goal of the game

The learners improve their control and coordination of the small muscles of the body.

What to watch for: Do not use balls that are too small or difficult to control. (Use netball or soccer balls if possible).

#### Main part: Snake run with ball

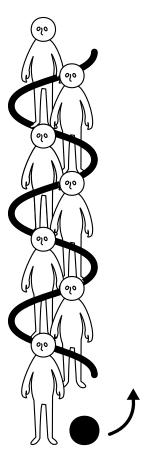
Time: 15 min

Equipment/accompaniment: Balls and cones

#### **How to play**

The class is divided into groups of equal size. The groups line up next to each other behind the starting line. The learners will pretend to ski down a mountain with lots of twists and turns, just like a real slalom run.

- The learner at the back of the group winds through the other learners while rolling the ball with their hands until he/she is in front.
- He/she then rolls the ball back to the child standing in last position.
- When the ball has arrived at the last position, the 'new' last learner starts winding through to the front.
- The group where all learners have taken the slalom and sit down together are the winners.



#### Goal of the game

Eyes, hands and feet have to work together in a harmonious way.

What to watch for: If you think the learners are already good at guiding the ball with their hands, you can modify the game and continue with their feet.



## Cool down: Walking on hands

Time: 5 min

Equipment/accompaniment: No equipment

## **How to conduct**

Have all of the learners sit in a line, one behind each other. Instruct each learner to hug the child in front of him/her with both legs and support themselves with both hands on the ground. Then, give the command for all of the students to lift up their hips, creating a worm-like shape, and try to move forward on the learners hands.



#### Goal of the game

The learners develop and improve their coordination skills in unfamiliar and challenging situations.

What to watch for: If the exercise is too challenging to do with the whole group, then first try and do it in groups of four. It is important to respect the decision of a child who does not want to take part in this activity.







- **Equipment**
- Cones
  - Balls •
- Material strips (or something else to tie the legs together)
  - Hoop

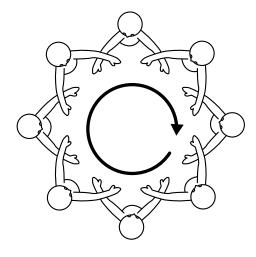
#### **Introduction:** Crossing hands

Time: 5 min

Equipment/accompaniment: No equipment

#### **How to carry out**

To play this game, have the learners sit in a circle and either place their hands on their neighbours' left knee or on the floor if they prefer. To begin the round, choose a direction and a starting hand to tap first, and then continue in order around the circle. It is important to keep the order of the hands and not the order of the learners themselves. As the game progresses after a few rounds, you can introduce variations such as the direction, signalled by tapping twice, or excluding a hand for making a mistake.



#### Goal of the game

Use your eyes to guide your hand movements.

What to watch for: If the group is too big and/or one round takes too long, form two circles.



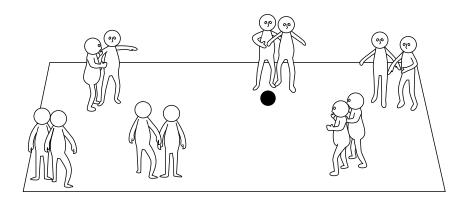
#### Main part: Three-legged soccer

Time: 20 min

**Equipment/accompaniment:** Cones, a ball and material strips (or something else to tie the legs together)

#### How to play

To play this game, divide the learners into 2 teams and define the playing area and the 2 goal posts, which should not be too small. Within the teams pair up the learners and tie together the left foot of one child and the right foot of the other child. If there isn't enough material to tie their legs together, the learners can hook their elbows together. The teams will then play a game soccer against each other, using only their feet to touch the ball. There are no goalkeepers in this game, and the team with the most goals at the end of the game wins.



#### Goal of the game

This game will help improve the learners foot-eye coordination in a fun and playful way. This will also better prepare the group for bigger sports games in the future.

What to watch for: If possible start with a soft ball.

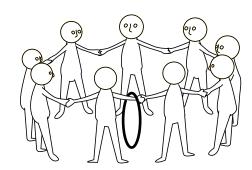
## Cool down: Climb through the hoop

Time: 5 min

Equipment/accompaniment: 1 hula hoop

#### **How to conduct**

Get the learners to form a circle and hold hands. Place a hula hoop between 2 children. Without letting their hands go, they must guide the hula hoop around their whole body. Every child has to climb through the hoop. If the group size is quite big, you can give them 2 or even more hula hoops.



## **Goal of the game**

Every child has to work out his/her own way through the hoop and be aware of his/her neighbours.

What to watch for: The learners must not let go of the hands.



Kazi says
Let's score some goals!



**ANIMALS: Balance** Term 3 | Lesson 23 | Time: 30 min

**Equipment** 

· Flamingo poster

#### **Introduction:** A day in the life of a flamingo

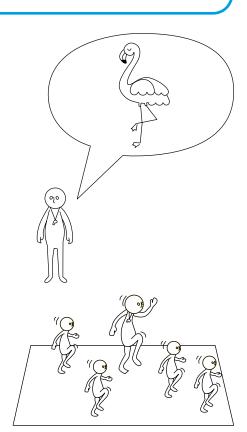
Equipment/accompaniment: Flamingo poster

#### **How to conduct**

Ask the learners to stand in a circle and on one leg, like a flamingo. Tell the learners that you will be telling a story about the day in a life of a flamingo, and they should try to imitate the movements you describe.

#### Start the story:

- 1. 'The Flamingo is still fast asleep' (Encourage the learners to close their eyes and snore loudly, while standing on one leg).
- 2. 'Slowly the sun rises and the bright sunlight blinds them' (Learners open their eyes and shield them with their hands).
- 3. 'Once the flamingo got used to the daylight, it first had to stretch really well' (Learners stretch and walk on tiptoes, and if possible, do it on one leg).
- 4. 'Now the flamingo notices its empty stomach and is hungry and slowly starts looking for breakfast' (Learners walk around like a flamingo trying to catch small fish).
- 5. 'Exhausted from hunting, the flamingo needs a rest and rests on one leg, but this time it uses the other leg' (Learners stand on the opposite leg to the previous time.
- 6. 'By chance he meets his good friend, a very small flamingo' (Learners make themselves very small).
- 7. 'The flamingo who was just about to rest waves happily to his friend' (Learners straighten up and stand on one leg again and wave to the little flamingo).
- 8. 'But now he really wants to rest' (Learners try to close their eyes again and stand on one leg).



#### **Introduction continued:** A day in the life of a flamingo

#### Refer to annex 10

#### Goal of the game

The learners practice maintaining body control through various balance exercises.

What to watch for: Tell the story in a descriptive and engaging tone to bring the story to life.

#### Main part: Save the turtle

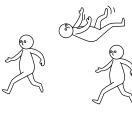
Time: 15 min

Equipment/accompaniment: No equipment

#### How to play

In this game, depending on the size of the class, two or more children start as catchers and try to tag as many children as possible. Once tagged, the learner should lay on his/her back and pretend to be a turtle that can't turn over on their own. Turtles can be freed if another child helps them turn back over. The fame ends when all the children have been tagged and are 'turtles' on their back.







#### Goal of the game

The objective for the learners is to stand up and change positions quickly, while keeping their balance in different positions.

What to watch for: Before starting the game define the playing area.

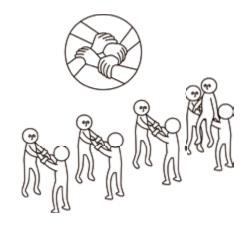
#### Cool down: Be brave

Time: 10 min

Equipment/accompaniment: No equipment

#### **How to conduct**

Divide the class into 2 groups and have them facing each other in a line. Each learner should hold the hands of their partner to form a bridge as shown in the illustration. The first learner in line will then walk across the bridge while holding the hands of the other learners. They can ask for help from their partner if needed. Encourage every child to cross the bridge, but if they do not want to, it is okay to opt out.



## Goal of the game

The learners work on improving their balance and holding their body in correct position. This activity will also help them to overcome any fears they may have and be brave in trying new things.

**What to watch for:** As a simplification, the groups of two forming the bridge can also kneel. If a child does not want to try to cross the bridge, it is important to respect their decision.





## **ANIMALS: Balance** Term 3 | Lesson 24 | Time: 30 min

- **Equipment**
- Pictures of the balancing exercises
- Flamingo poster optional

#### **Introduction:** A day in the life of a flamingo

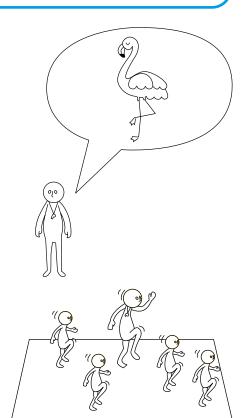
Equipment/accompaniment: Flamingo poster optional

#### **How to conduct**

Ask the learners to stand in a circle and stand on one leg, like a flamingo. Tell the learners that you will be telling a story about the day in a life of a flamingo, and they should try to imitate the movements you describe.

#### Start the story:

- 1. 'The Flamingo is still fast asleep' (Encourage the learners to close their eyes and snore loudly, while standing on one leg).
- 2. 'Slowly the sun rises and the bright sunlight blinds them' (Learners open their eyes and shield them with their hands).
- 3. 'Once the flamingo got used to the daylight, it first had to stretch really well' (Learners stretch and walk on tiptoes, and if possible, do it on one leg).
- 4. 'Now the flamingo notices its empty stomach and is hungry and slowly starts looking for breakfast' (Learners walk around like a flamingo trying to catch small fish).
- 5. 'Exhausted from hunting, the flamingo needs a rest and rests on one leg, but this time it uses the other leg' (Learners stand on the opposite leg to the previous time).
- 6. 'By chance he meets his good friend, a very small flamingo' (The learners make themselves very small).
- 7. 'The flamingo who was just about to rest waves happily to his friend' (Learners straighten up and stand on one leg again and wave to the little flamingo).
- 8. 'But now he really wants to rest' (Learners try to close their eyes again and stand on one leg).



Refer to annex 11

## Introduction continued: A day in the life of a flamingo

#### Goal of the game

The learners practice maintaining body control through various balance exercises.

What to watch for: Tell the story in a descriptive and engaging tone to bring the story to life.

#### Main part: Partner and group acrobatics

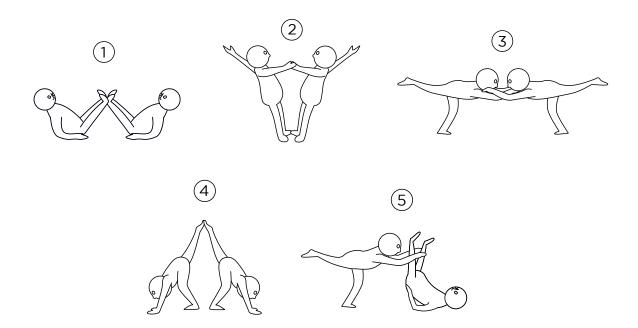
Time: 20 mir

**Equipment/accompaniment:** Kazi pictures of balancing exercises

#### **How to conduct**

For this activity, form groups of 2 to start and do exercises 1 to 5. You can either demonstrate the exercises by doing them with some of the groups, or showing them the *Kazi* picture of the exercise.

Do the exercises one after the other and make sure that each learner in the group gets a chance to change positions.



Refer to annex 11

#### Goal of the game

The objective for the learners is to stand up and change positions quickly, while keeping their balance in different positions.

What to watch for: Before starting the game define the playing area.

#### Cool down: Like a board

Time: 5 min

Equipment/accompaniment: No equipment

#### **How to conduct**

Have all the learners lie on their back on the floor and pretend being a board, tensing muscles in their body. Then you or another learner can go around and kneel in front of every child, lifting them up by their ankles. The children should try to remain stiff like a board and hold the tension while being lifted up. When being lowered back down, it is important that the children maintain the tension from their shoulders to their toes and avoid lowering their buttocks.

#### Goal of the game

Learn to hold the body in the correct position and experience the difference between tense and relaxed muscles.

**What to watch for:** You can also do this exercise in groups of two. Ensure that the learners necks and heads do not get injured by doing the lift too fast.









- **Equipment**
- Material strips
- Cones

#### Introduction: Wash the dirty elephant

Time: 5 min

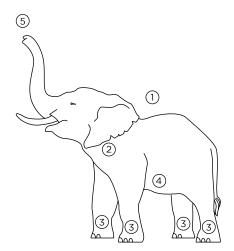
Equipment/accompaniment: No equipment

#### **How to conduct**

Today *Kazi* watched his friend the big elephant playing in the mud and saw how dirty he was afterwards. The learners should help to get him clean again. Everyone must first stand in a circle. While washing elephants, the group has to imagine that there is a huge and dirty elephant in the middle of the circle, which needs to be washed.

The following commands or actions can be carried out:

- 1. Washing the back: 'Jump up and try to get to the back clean.'
- 2. Washing behind the ears: 'Fold the ears forward and wash behind them.'
- 3. Washing the legs: 'Kneel down and wash the four feet and legs in a washing movement. Climb through the legs and make yourself small.'
- 4. Washing the belly: 'Lie down on your back to get to the belly.'
- 5. Wash the elephant's trunk: 'Make a big circle with both your arms and wash the trunk from the top to the bottom. You can also ask the learners if there is any more dirt on the elephant and let them be creative with matching movements.'



#### Goal of the game

Repeat body parts and keep moving.

What to watch for: Make big movements.

### Main part: Catch the tail

Time: 15 min

**Equipment/accompaniment:** Material strips and cones

#### How to play

Split the children into two groups and clearly mark the play area. Each learner should tuck a piece of material or a small towel into their waistband, so that it can be easily seen as a tail. The goal is to collect as many tails as possible. If a learner loses their tail, they must freeze in place until one of their teammates gives him/her a cord they collected to free them. The game ends when one group has collected all the tails, or you can simply stop the game and count each group's tails.





#### Goal of the game

Improve finger and eye coordination by attempting to steal cords of the other learners.

**What to watch for:** Note that this game can be quite competitive. Remind the learners to be gentle with one another.



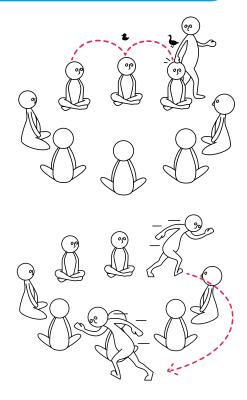
#### Cool down: Duck-duck goose

Time: 10 min

Equipment/accompaniment: No equipment

#### **How to conduct**

In this game all the learners sit in a circle except one who is designated as the farmer. The farmer walks around the circle, tapping each player on the head and saying 'duck' each time. Suddenly, the farmer says 'goose'. The learner who is named goose has to jump up from their spot and run after the farmer, trying to tag it before the farmer reaches the goose's spot. If the goose cannot tag the farmer, it will become the farmer and the game continues. But if the goose successfully tags the farmer, the farmer goes back to his/her spot and the goose becomes the new farmer.



#### Goal of the game

The learners practice spatial awareness and quick reactions as they move around the circle and try to avoid getting tagged as the goose.

What to watch for: If a child loses more than two times, appoint a new learner to be the farmer.





# ANIMALS: Position in space Term 3 | Lesson 26 | Time: 30 min

**Equipment** 

· No equipment

#### **Introduction:** Animal speeds

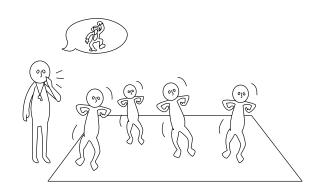
Time: 10 min

Equipment/accompaniment: No equipment

#### **How to conduct**

Begin by asking the learners which animal they think is the fastest. Show them the picture of the cheetah and explain that it is the world's fastest animal. Let the learners know that while they may not be able to run as fast as a cheetah, they can try running like other animals.

Present a list of animals to the children (ostrich, snail, mouse, snake, elephant, crocodile, frog) and ask them to choose one. Have the learners imitate how they think their chosen animal typically moves or runs.



#### Refer to annex 12

#### Goal of the game

The learners experience different movements and sizes and what it means to move fast or slow, to be big or small.

What to watch for: If time allows, you can encourage the learners to think of other animals and imitate how they move.



#### Main part: Snake run

Time: 15 min

Equipment/accompaniment: No equipment

#### **How to play**

The class is divided into groups of equal size. Each group is placed in a line. The learners will pretend to ski down a mountain with lots of twists and turns, just like a real slalom race.

The learners in the back starts first and winds through the other learners until he/she is in the front. The 'new' last learner starts winding through to the front. As soon as the learner reaches the front, he/she must sit. The group with all learners seated wins.



#### Goal of the game

Improve finger and eye coordination by attempting to steal cords of the other learners.

What to watch for: Note that this game can be quite competitive. Remind the learners to be gentle with one another.



#### Cool down: Elephant walk

Time: 5 min

Equipment/accompaniment: No equipment

#### **How to conduct**

Explain to the learners that you are all going to pretend that you are a big group of elephants going for a walk. To make sure nobody gets lost, everyone will hold hands and walk together.



Ask the learners to form a line and reach out with their right hand to hold the left hand of the learner behind them. When the whole group is ready, encourage them to walk around together like a group of elephants.

#### Goal of the game

Try a new way of moving forward and explore a different position in space.

What to watch for: Wait until everyone is in position and ready before beginning to walk.







**Equipment** 

Cones

#### **Introduction:** Watch out! The sailing masts!

Time: 10 min

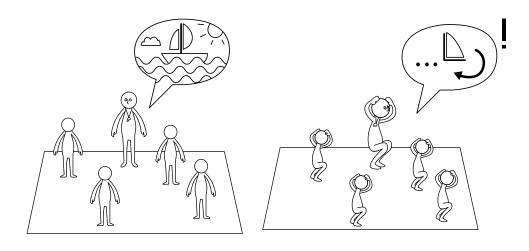
**Equipment/accompaniment:** No equipment

#### **How to conduct**

In this activity, have the learners sit in rows of around 4 children, as if they are a sailboat crossing the ocean together. Remind the learners that a sailboat has a mast that holds the sail, and sometimes when the wind changes, the sail turns around and everyone on the boat has to be careful and duck down quickly!

You will play the role of the captain and give commands and do the matching movements:

- 1. 'Everyone unties the boat' (draw a big eight on the floor)
- 2. 'Where are we sailing to and how is the weather?' (be on the lookout)
- 3. 'You can feel a wind coming up' (make sounds of the wind)
- 4. 'Watch out! The mast!' (everyone ducks down)
- 5. 'Can you see the dark clouds?'(look to the sky)
- 6. 'Watch out! The mast!'
- 7. 'With stronger winds, the swell is getting bigger.' (it is hard to stand still)
- 8. 'Watch out! The mast!'
- 9. 'Watch out! The mast!'
- 10. 'The waves are really high now and you get pushed from left to right and back' (reel from left to right and back)
- 11. 'Watch out! The mast!'
- 12. Finally, give the command that you have arrived safely at the harbour.



#### Introduction continued: Watch out! The sailing masts!

#### Goal of the game

Warm up the muscles and introduce to the new theme.

What to watch for: Try to talk in a expressive manner and make big movements.

#### Main part: The great white shark

**Time**: 10 mir

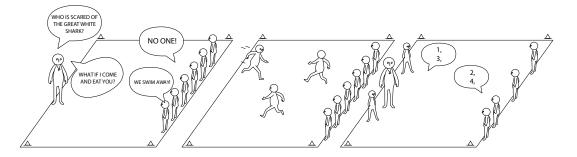
**Equipment/accompaniment:** Cones

#### How to play

To begin this game, define the playing area and choose one child to be the 'great white shark'. The shark stands at one end of the playing area while all other children are small fish and start at the opposite end.

When you give the signal, the shark shouts: 'Who is scared of the great white shark?' The small fish respond by shouting: 'No one!' The shark then asks: 'What if I come and eat you?' and the small fish shout: 'We swim away!'

The objective of the game is for small fish to reach the opposite end of the playing area without being tagged by the shark. Any small fish who are tagged fish by the shark become sharks themselves, and the game starts again. When there are no fish left in the sea, the game is over. The last fish swimming becomes the next great white shark.



#### Goal of the game

The learners should demonstrate accurate coordination of the legs and arms to be able to change the running direction as quickly as possible.

What to watch for: To begin the game help the children to repeat the phrases.

#### Cool down: Dive into water

Time: 10 min

Equipment/accompaniment: No equipment

#### **How to conduct**

Begin by asking the learners to name animals that can swim. Tell them that you will pretend to be these animals and do matching movements. Start by having everyone put on their imaginary swimsuits, diving goggles and flippers. Encourage the children to walk like waddling ducks, because it can be difficult to walk with flippers on.

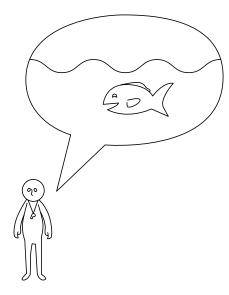
Imagine reaching the shore and warming up with some brief exercises, such as circling your arms, swinging your arms and jumping forward up and down.

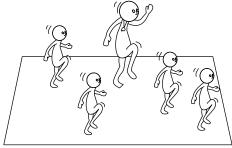
When you are ready, imagine jumping into the water, taking a deep breath, and holding your nose as you jump forward as far as you can (with a loud splash).

Imagine swimming with your arms to make swimming movements, holding your breath with your cheeks filled with air, and seeing a huge fish (make big eyes).

Keep swimming, but imagine running out of air and having to surface (with a gasp for air and a few crabs on the surface).

Continue the story as long as you or the learners wish, imagining more underwater adventures and encounters with different sea creatures.





#### Goal of the game

The learners will listen to instructions and perform the movements accurately.

What to watch for: As you imagine being under water, try to move slowly and calmly.





• Cones

#### Introduction: Dive into the water

Time: 10 min

**Equipment/accompaniment:** No equipment

#### **How to conduct**

Begin by asking the learners to name animals that can swim. Tell the learners that you will pretend to be these animals and do matching movements. Start by having everyone put on their imaginary swimsuits, diving goggles and flippers. Encourage the children to walk like waddling ducks, because it can be difficult to walk with flippers on.

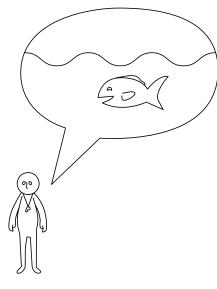
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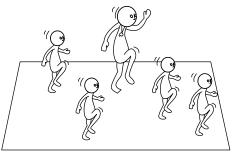
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Imagine swimming with your arms to make swimming movements, holding your breath with your cheeks filled with air, and seeing a huge fish (make big eyes).

Keep swimming, but imagine running out of air and having to surface (with a gasp for air and a few crabs on the surface).

Continue the story as long as you or the learners wish, imagining more underwater adventures and encounters with different sea creatures.





#### Introduction continued: Dive into water

#### Goal of the game

The learners will listen to instructions and perform the movements accurately.

What to watch for: As you imagine being under water, try tomove slowly and calmly.

#### Main part: Octopus tag

Time: 10 mir

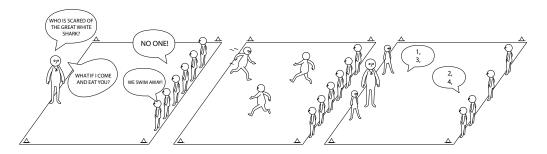
**Equipment/accompaniment:** Cones

#### **How to play**

Define the playing area and make sure all the learners know the boundaries. Choose one or two children to be the octopus. The octopus stands at one end of the playing area, and all the other learners start at the other end.

On your signal, the group shouts: 'Octopus, octopus, how long are your arms?' The octopus shouts: 'Long enough to catch you!'

Then, all children try to reach the opposite end of the playing area without being tagged by an octopus. If a learner is tagged, they become seaweed and must stand still in place, trying to tag other learners with their arms as they run by. If a seaweed tags another learner, this learner also becomes seaweed. The game ends when all learners became seaweed. The last child tagged becomes the next octopus.



#### Goal of the game

The learners will need to demonstrate accurate movements of their legs and arms.

What to watch for: To start, help the children with their phrases.

#### Cool down: Stretch before bed

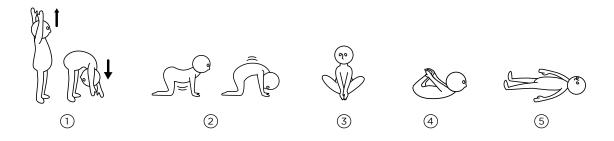
Time: 10 min

Equipment/accompaniment: No equipment

#### **How to conduct**

Let the learners know it is going to be 'bedtime' soon. But before going to bed, encourage them to stretch their bodies. Here is a simple stretching routine:

- 1. Stand on your tiptoes and stretch your arms up towards the sky, stretching your whole body. Then after 5 to 10 seconds let your upper body fall and your arms hang down loosely.
- 2. Move into the cat and cow pose by starting on all fours with your spine and neck in a neutral position, and then inhale as you lower your belly towards the ground and lift your neck and head up slowly. Exhale, and do a cat-like arch by pulling your spine towards the sky and pointing your chin towards your chest. Alternate between the two poses.
- 3. Move into the butterfly stretch by sitting down with the soles of your feet together and holding onto your feet with your hands. Place your elbows on your knees and lean forward slightly.
- 4. Now do the bow pose and lie on your belly and bend your legs, grasping your ankles with your hands. Hold the position for around 5 seconds.
- 5. Finally, encourage the learners to get comfortable in their beds and breathe in and out slowly.



#### Goal of the game

To help learners understand the difference between tension and relaxation of the body.

What to watch for: Try speaking slowly to ensure all the learners can follow along.







**Equipment** 

Cones

#### **Introduction:** Watch out! The sailing masts!

Time: 10 min

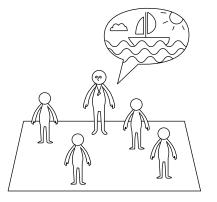
Equipment/accompaniment: No equipment

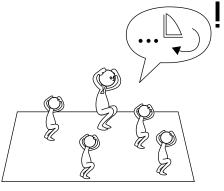
#### **How to conduct**

In this activity, have the learners sit in rows of around 4 children, as if they are a sailboat crossing the ocean together. Remind the learners that a sailboat has a mast that holds the sail, and sometimes when the wind changes, the sail turns around and everyone on the boat has to be careful and duck down quickly!

You will play the role of the captain and give commands and do the matching movements:

- 1. 'Everyone unties the boat.' (draw a big eight on the floor)
- 2. 'Where are we sailing to and how is the weather?' (be on the lookout)
- 3. 'You can feel a wind coming up.' (make sounds of the wind)
- 4. 'Watch out! The mast!' (everyone ducks down)
- 5. 'Can you see the dark clouds?' (look to the sky)
- 6. 'Watch out! The mast!'
- 7. 'With stronger winds, the swell is getting bigger.' (it is hard to stand still)
- 8. 'Watch out! The mast!'
- 9. 'Watch out! The mast!'
- 10. 'The waves are really high now and you get pushed from left to right and back.' (reel from left to right and back)
- 11. 'Watch out! The mast!'
- 12. Finally, give the command that you have arrived safely at the harbour.





#### Introduction continued: Watch out! The sailing masts!

#### Goal of the game

Warm up the muscles and improve coordination of the body parts.

What to watch for: Try to talk in a expressive manner and make big movements.

#### Main part: Crab tag

Time: 10 mir

**Equipment/accompaniment:** Cones

#### How to play

To play this tag game, define a playing area that is not too big. Then designate 2 to 4 'catchers' to be crabs. The catchers should walk like crabs, using their hands and their feet, while their feet are their claws. The objective of the game is for the crabs try to catch the legs or feet of the other children using their claws. When a child is caught by a crab, they become a crab as well. The game is over when all children have been caught and have turned into crabs.





#### **Goal of the game**

The learners gain good muscle growth and motor coordination.

What to watch for: To modify the game, you introduce a rule that allows the caught children to be freed when a crab catches another child.



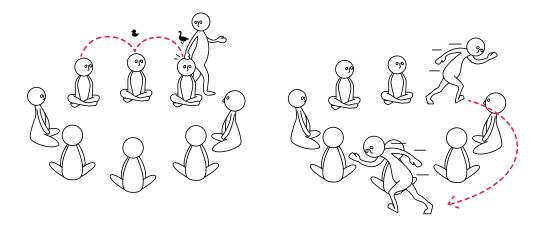
#### Cool down: Duck-duck goose

Time: 10 min

Equipment/accompaniment: No equipment

#### **How to conduct**

In this game all the learners sit in a circle except one who is designated as the farmer. The farmer walks around the circle, tapping each player on the head and saying 'duck' each time. Suddenly, the farmer says 'goose'. The learner who is named goose has to jump up from its spot and run after the farmer, trying to tag them before the farmer reaches the goose's spot. If the goose cannot tag the farmer, it will become the farmer and the game continues. But if the goose successfully tags the farmer, the farmer goes back to his/her spot and the goose becomes the new farmer.



#### Goal of the game

The learners practice spatial awareness and quick reactions as they move around the circle and try to avoid getting tagged as the goose.

What to watch for: If a child loses more than two times, appoint a new learner to be the farmer.



### **PLANTS: Fine muscle control** Term 3 | **Lesson 30** | Time: 30 min

**Equipment** 

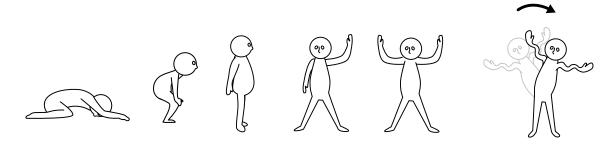
- Material strips
- Cones
- Stages of a growing tree poster

#### **Introduction:** Grow like a tree

Equipment/accompaniment: No equipment needed

#### **How to conduct**

In this game, share a story with the learners about a growing tree and guide them to mimic the actions. Explain to the learners that they are each a seed of a tree that is lying in the ground (learners crouch as small as possible). Slowly, the seeds take root (the learners stand up but still remain small), Then with the sun's energy, they slowly grow taller (the learners stand upright). Over time, they grow branches (one arm forms a branch), then a second branch (second arm forms another branch). The tree is now firmly rooted in the ground and can withstand the most violent storms (learners imitate trees in the wind, from weak to stronger storms).



#### Refer to annex 13

#### Goal of the game

Encourage movement and introduce the new theme 'Fine muscle control'.

What to watch for: Make sure all children can see and hear you clearly.

#### Main part: Catch the tail

Time: 15 min

**Equipment/accompaniment:** Material strips and cones

#### How to play

Split the children into two groups and clearly mark the play area. Each learner should tuck a piece of material or a small towel into their waistband, so that it can be easily seen as a tail. The goal is to collect as many tails as possible. If a learner loses their tail, they must freeze in place until one of their teammates gives him/her a cord they collected to free them. The game ends when one group has collected all the tails, or you can simply stop the game and count each group's tails.





#### Goal of the game

Improve finger and eye coordination by attempting to steal cords of the other learners.

What to watch for: Note that this game can be quite competitive. Remind the learners to be gentle with one another.

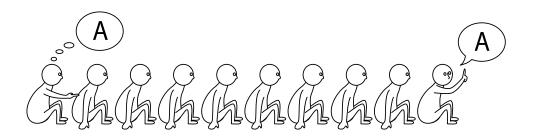
#### Cool down: Secret message

Time: 10 min

Equipment/accompaniment: No equipment

#### **How to conduct**

To play this game, divide the learners into groups of approximately 8, and have each group sit in a line without talking. Explain that it is important not to speak, as the other groups should not hear the secret message. Whisper a simple object to draw to the child sitting in the last position of each group. They then draw the object with their finger on the back of the learner in front of them. The learner in first position of each group should then guess what the secret message was and come and tell you what the message was. Groups that guess correctly receive a point. Possible objects include the sun, flower, tree, snake, cloud, and more.



#### Goal of the game

The learners need to be focussed and use their fine motor skills or 'small muscles'.

What to watch for: During this game the learners are not allowed to talk.



Physical Education | Pre-Primary





**Equipment** 

· No equipment

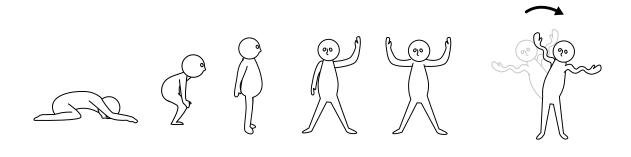
#### Introduction: Grow like a tree

Time: 5 min

Equipment/accompaniment: No equipment needed

#### **How to conduct**

In this game, share a story with the learners about a growing tree and guide them to mimic the actions. Explain to the learners that they are each a seed of a tree that is lying in the ground (learners crouch as small as possible). Slowly, the seeds take root (the learners stand on but still remain small), Then with the sun's energy, they slowly grow taller (the learners stand upright). Over time, they grow branches (one arm forms a branch), then a second branch (second arm forms another branch). The tree is now firmly rooted in the ground and can with stand the most violent storms (learners imitate trees in the wind, from weak to stronger storms).



#### Goal of the game

The learners are developing better control of the body.

What to watch for: Make sure all children can see and hear you clearly.

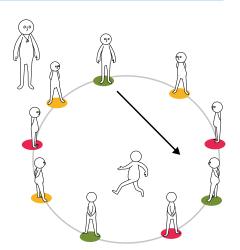
#### Main part: Fruit salad

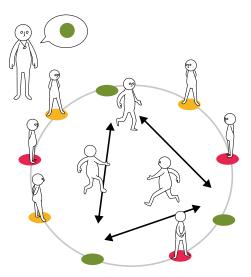
Time: 15 min

Equipment/accompaniment: No equipment

#### **How to play**

To begin the game, have all the children sit in a circle and assign each learner to a fruit (pineapple, mango, papaya, orange, banana, or coconut), with about 8 learners per fruit. When every child knows his/her fruit, the game starts. When you call out a fruit, all children assigned to that fruit get up and change places with another learner who has the same fruit. Occasionally you will call 'fruit salad' and then all the children must stand up and change spots with any other fruit they want.





#### Goal of the game

The learners should be attentive and react quickly when it is their turn.

What to watch for: Ensure that children speak loud enough for all learners to hear when they need to swop.

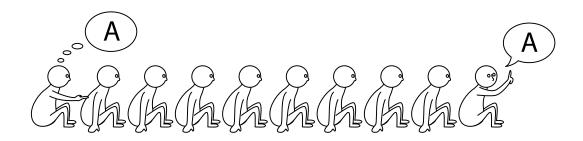
#### Cool down: Secret message

Time: 10 min

Equipment/accompaniment: No equipment

#### **How to conduct**

To play this game, divide the learners into groups of approximately 8, and have each group sit in a line without talking. Explain that it is important not to speak, as the other groups should not hear the secret message. Whisper a simple object to draw to the child sitting in the last position of each group. They then draw the object with their finger on the back of the learner in front of them. The learner in first position of each group should then guess what the secret message was and come and tell you what the message was. Groups that guess correctly receive a point. Possible objects include the sun, flower, tree, snake, cloud, and more.



#### Goal of the game

The learners need to be focussed and use their fine motor skills or 'small muscles'.

What to watch for: During this game the learners are not allowed to talk.





# PLANTS: Gross motor movements Term 3 | Lesson 32 | Time: 30 min

• Cones

Balls

• Material strips (or something else to tie the legs together)

#### Introduction: Hello my friend

Time: 5 min

Equipment/accompaniment: No equipment

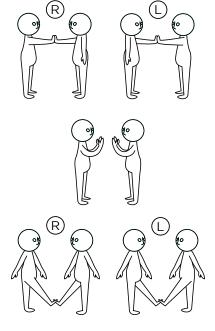
#### **How to conduct**

Gather the children around you and explain that in the village where they live, it is usual for people to greet each other in a special way. It is a small village, so everyone knows each other.

Show the learners how the greeting works:

- High five with your right hands
- Clap your own hands
- High five with left hands
- Clap your own hands
- Right feet touch and tap
- Left feet touch and tap.

Practice this little choreography with the children. Now the children are allowed to run around the playing field wildly. Whenever they meet someone, they greet each other in this way with a high five or clapping hands.



#### Goal of the game

Develop an inner awareness of both sides of the body and cross the mid-line of the body.

What to watch for: Take enough time to demonstrate the greeting.

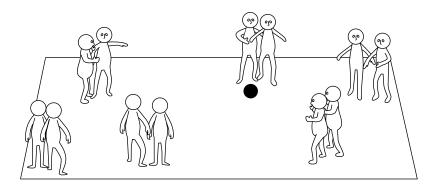
#### Main part: Three-legged soccer

Time: 20 min

**Equipment/accompaniment:** Cones, a ball, and material strips (or something else to tie the legs together)

#### How to play

To play this game, divide the learners into 2 teams and define the playing area and the 2 goalposts, which should not be too small. Within the teams pair up the learners and tie together the left foot of one child and the right foot of the other child. If there isn't enough material to tie their legs together, the learners can hook their elbows together. The teams will then play a game soccer against each other, using only their feet to touch the ball. There are no goalkeepers in this game, and the team with the most goals at the end of the game wins.



#### Goal of the game

This game will help improve the learners foot-eye coordination in a fun and playful way. This will also better prepare the group for bigger sports games in the future.

What to watch for: If possible start with a soft ball.



#### Cool down: Walking on hands

Time: 5 min

Equipment/accompaniment: No equipment

#### **How to conduct**

Have all of the learners sit in a line, one behind each other. Instruct each learner to hug the child in front of him/her with both legs and support themselves with both hands on the ground. Then, give the command for all of the students to lift up their hips, creating a worm-like shape, and try to move forward on the learners hands.



#### Goal of the game

The learners develop and improve their coordination skills even under unfamiliar and challenging situations.

What to watch for: If the exercise is too challenging to do with the whole group, then first try to and do it in groups of four. If a child is uncomfortable with this activity, it is important to respect his/her decision.



# Annexes

**KaziKidz** Support Material



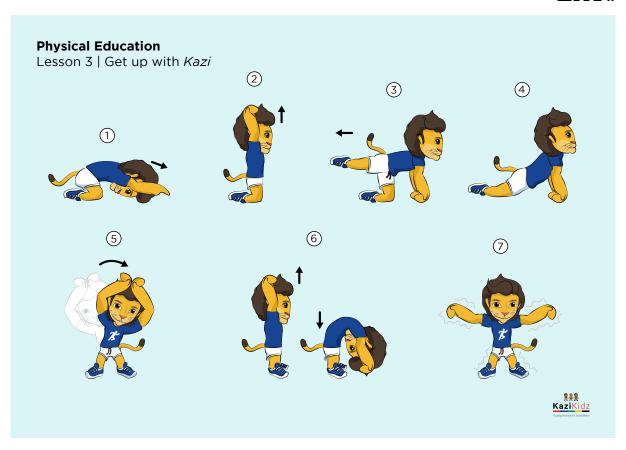






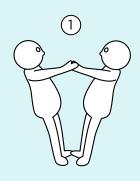


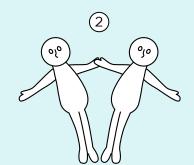
## www.kazibantu.org/kazikidz/



#### **Physical Education**

Lesson 3 | Partner acrobatics

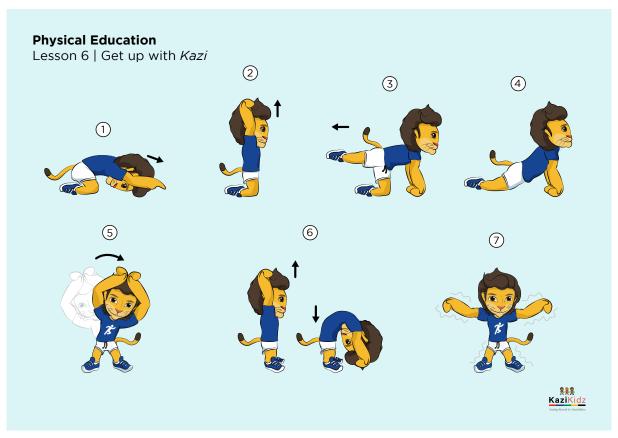






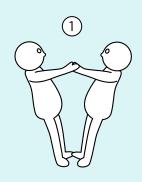


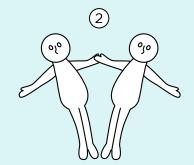


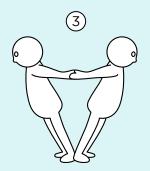


#### **Physical Education**

Lesson 6 | Partner acrobatics



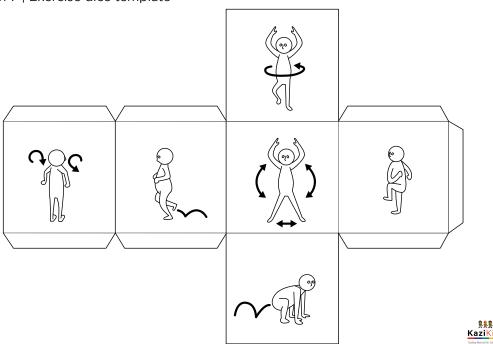






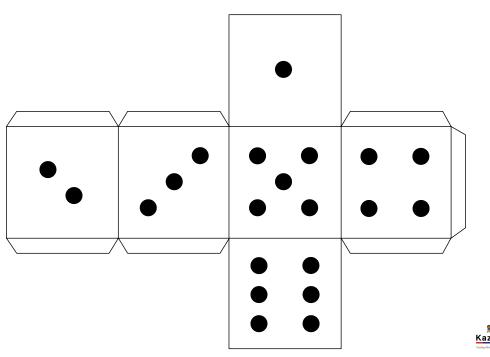
#### **Physical Education**

Lesson 7 | Exercise dice template



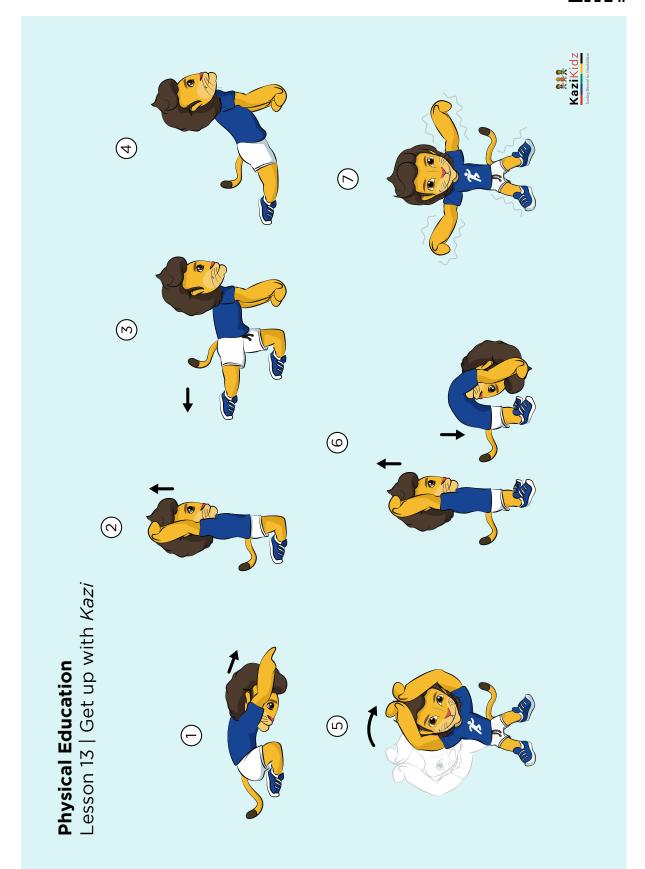
#### **Physical Education**

Lesson 7 | Dice template







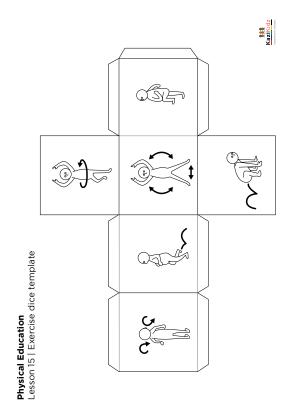


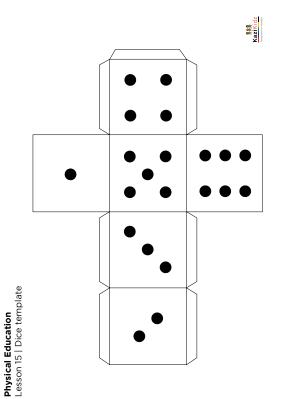


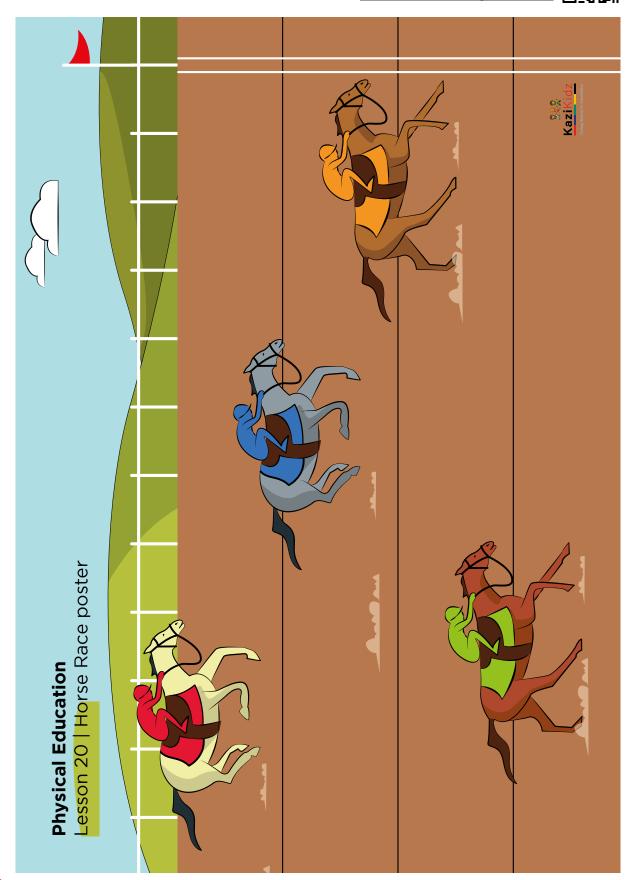








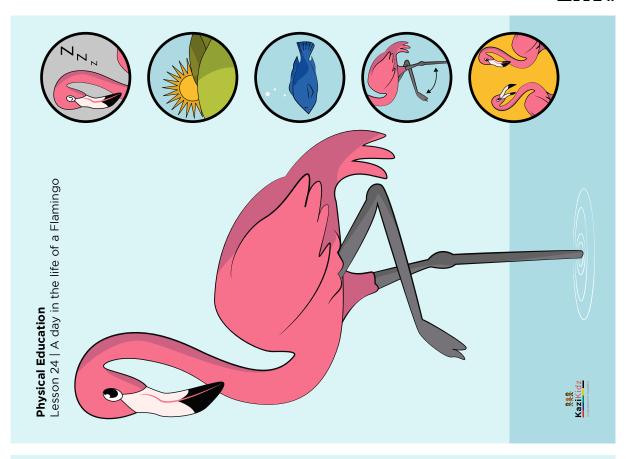


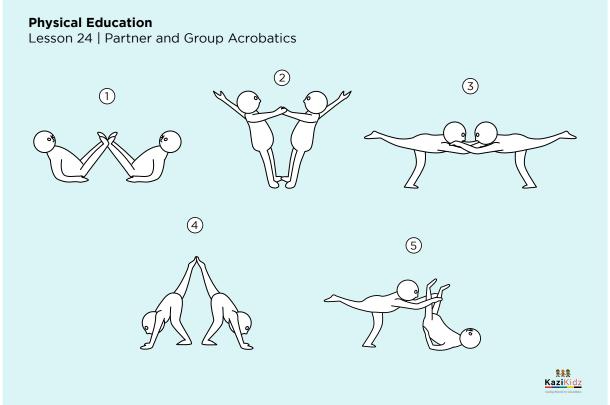




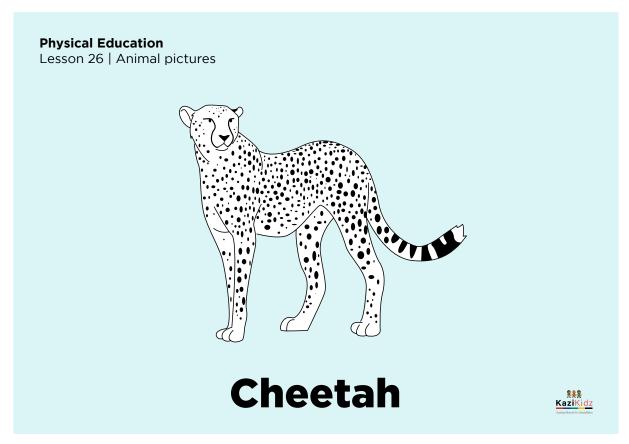


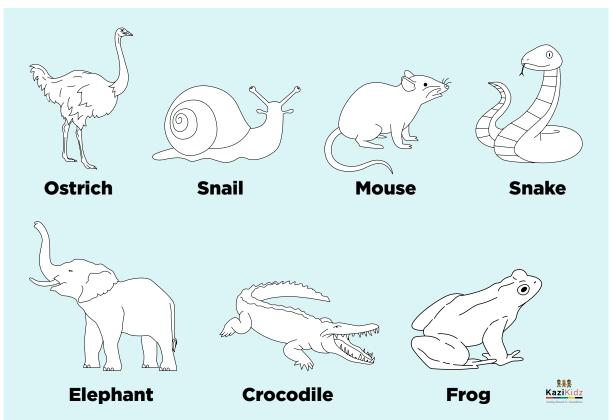




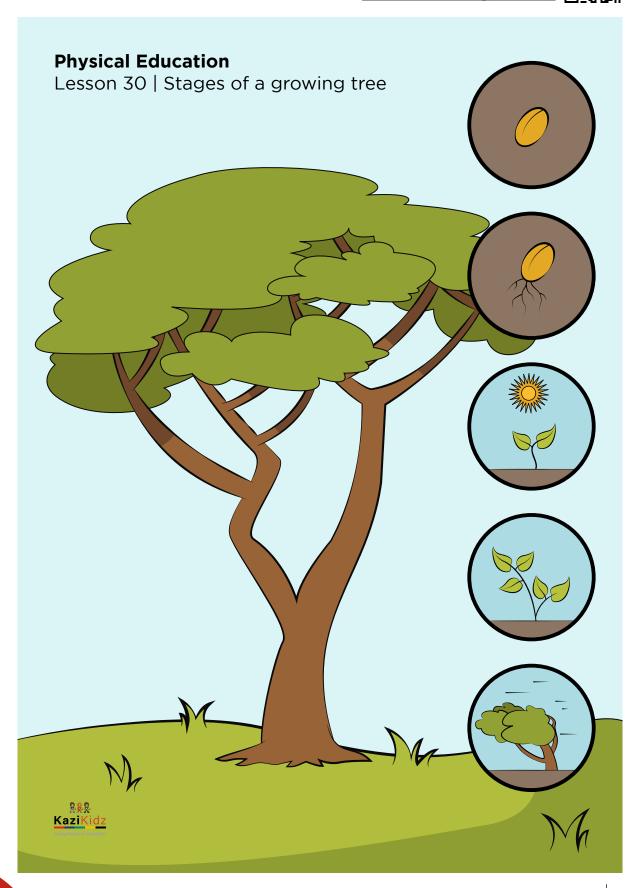






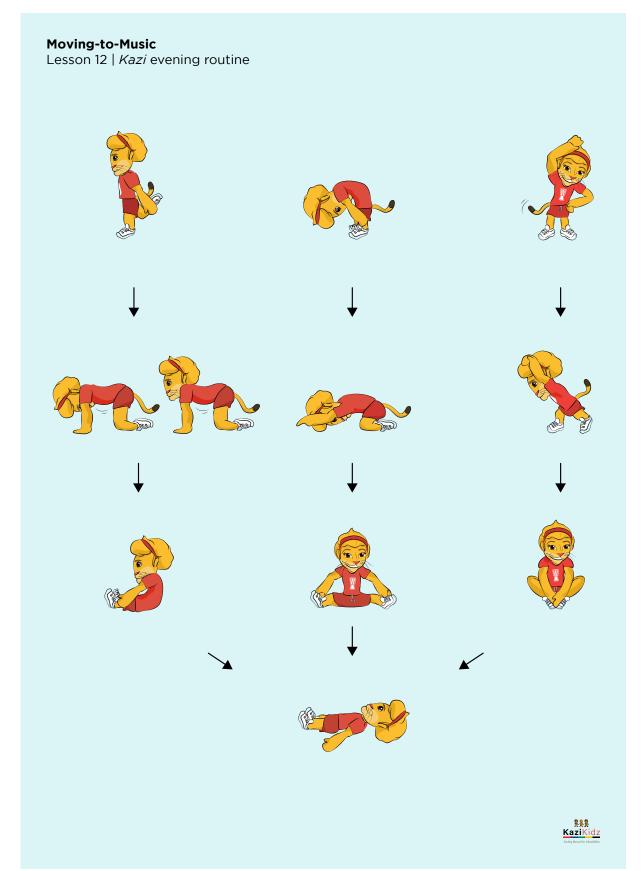






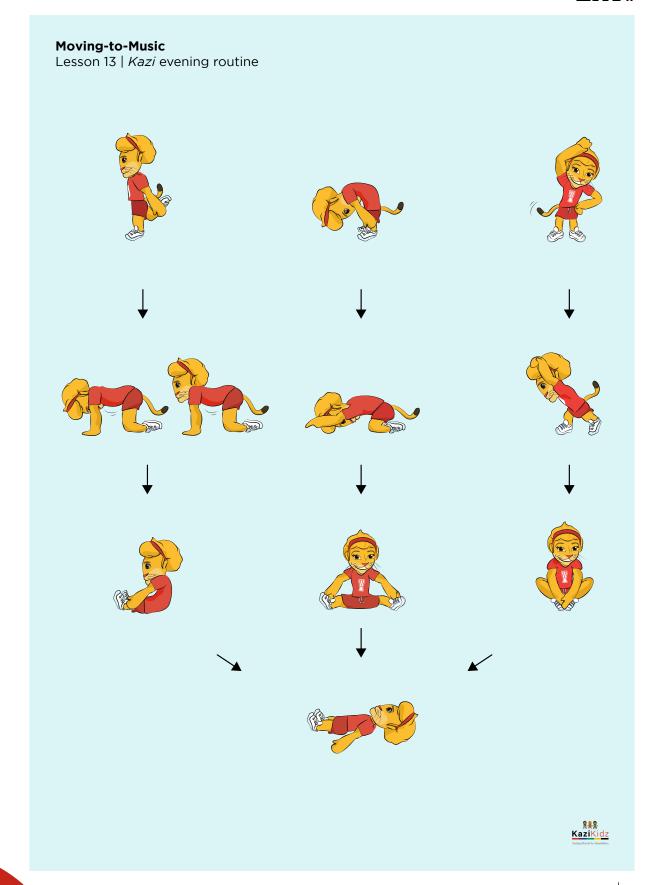




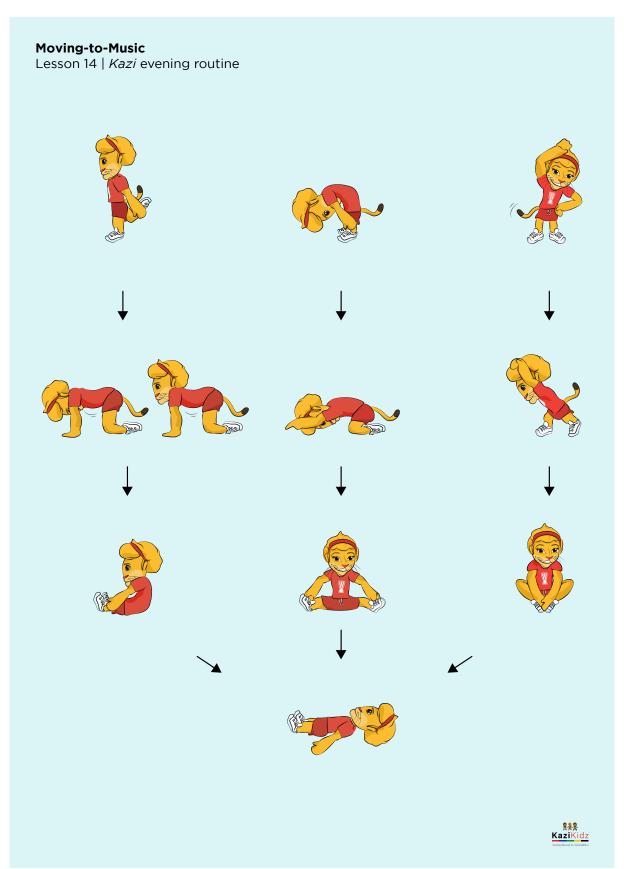


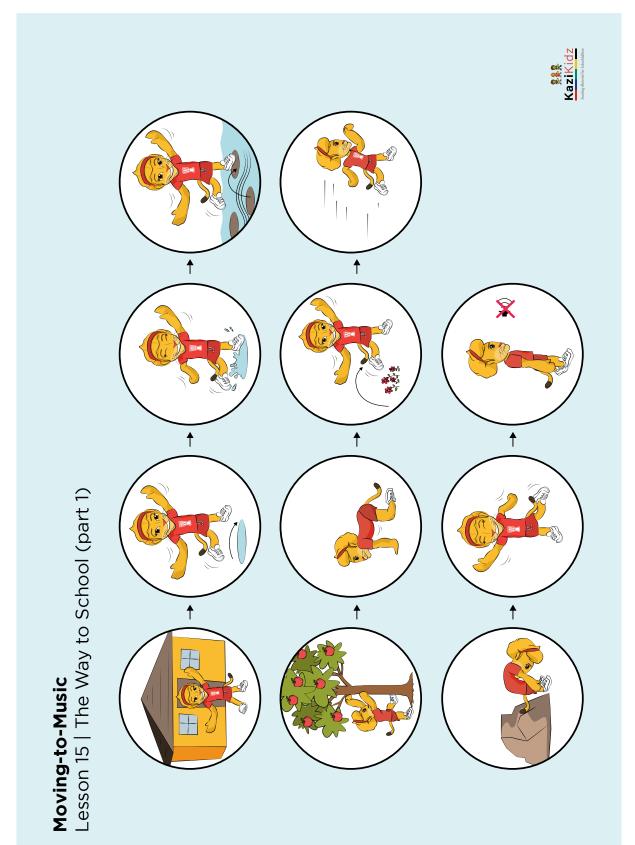




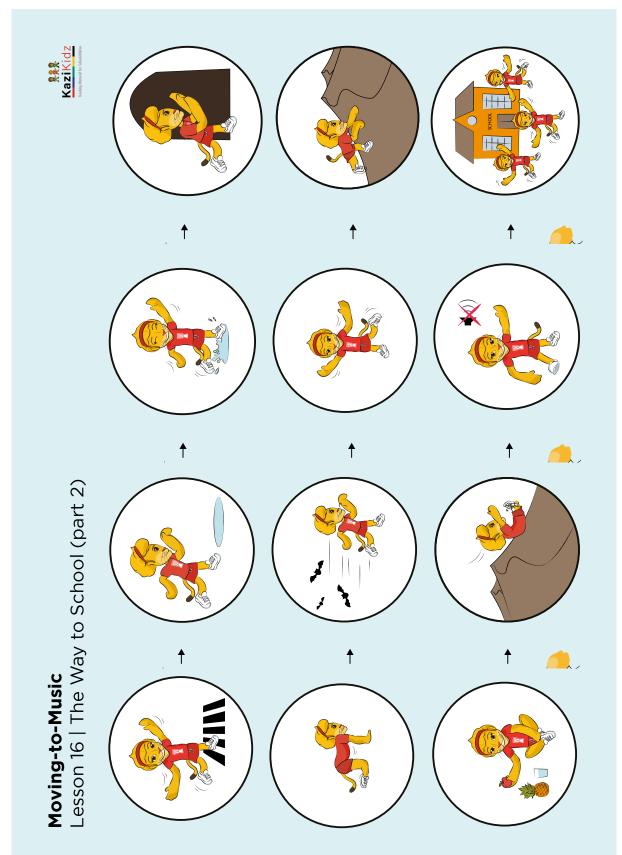


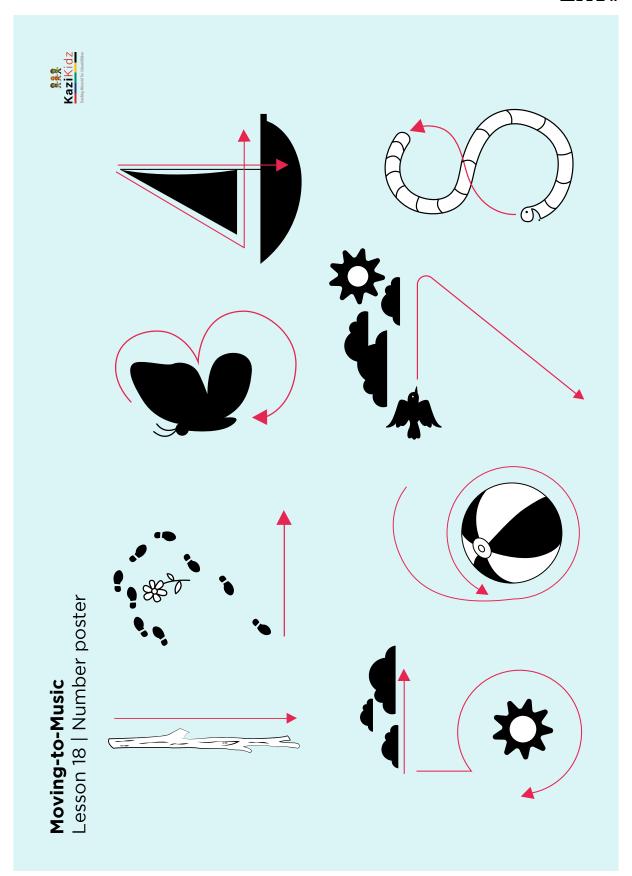




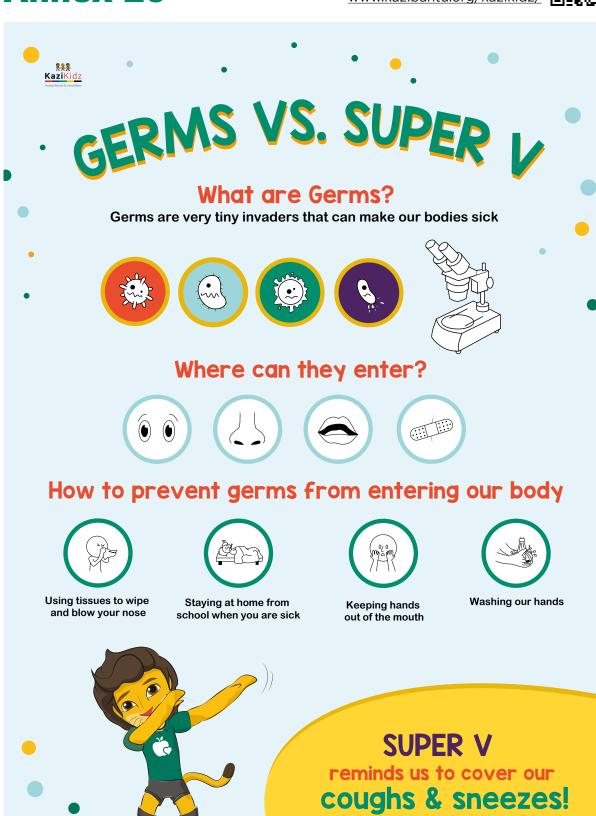


















# ET'S WASH

#### 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



Setween 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



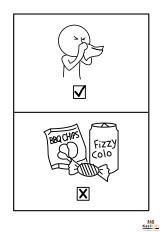




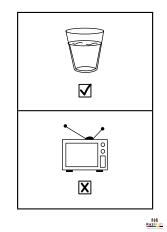
**CLEAN HANDS KEEP YOU HEALTHY AND STRONG!** 



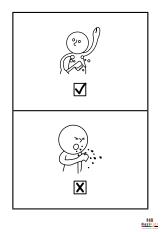
Health, Hygiene and Nutrition | Lesson 3 | Habit cue cards



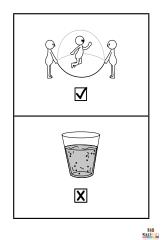
Health, Hygiene and Nutrition | Lesson 3 | Habit cue cards



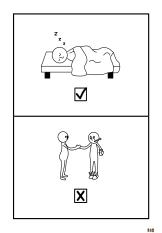
Health, Hygiene and Nutrition | Lesson 3 | Habit cue cards



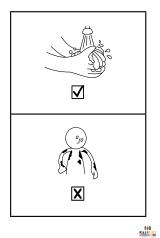
Health, Hygiene and Nutrition | Lesson 3 | Habit cue cards



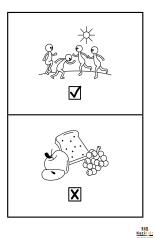
Health, Hygiene and Nutrition | Lesson 3 | Habit cue card



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



 $\textbf{Health, Hygiene and Nutrition} \mid \texttt{Lesson 3} \mid \texttt{Habit cue cards}$ 



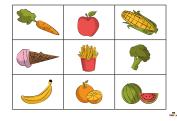
HEALTHY HABIT GAME **FINISH** 28 26 25 22 15 13 8 10 6 START 2200

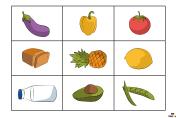
# www.kazibantu.org/kazikidz/

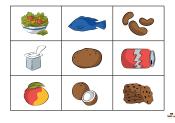


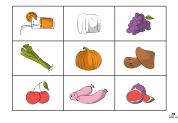


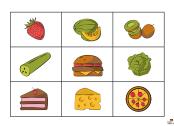


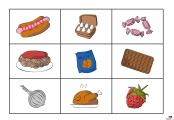






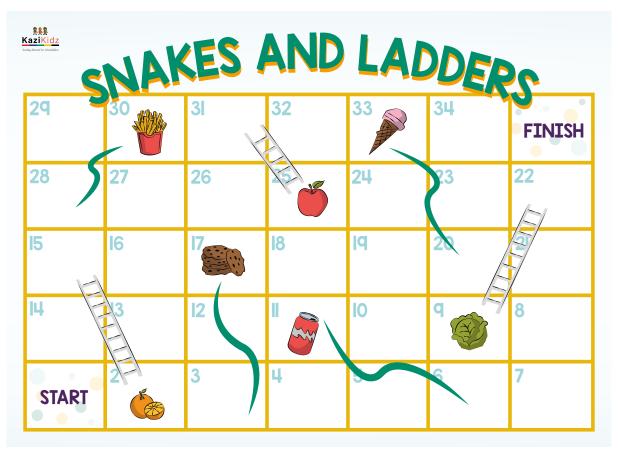






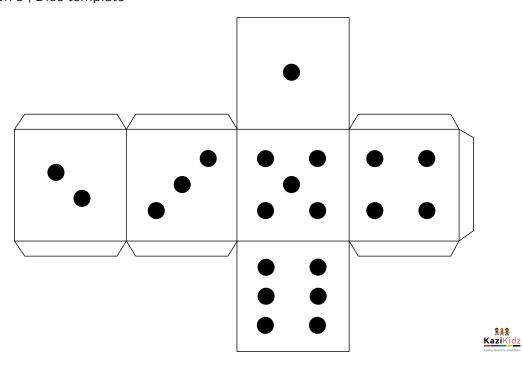






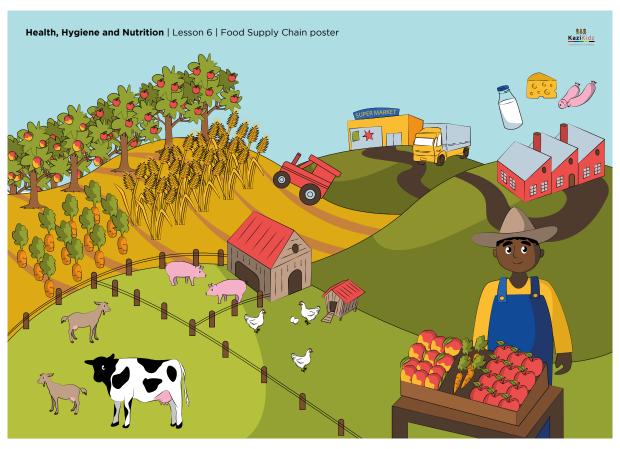
#### Health, Hygiene and Nutrition

Lesson 5 | Dice template



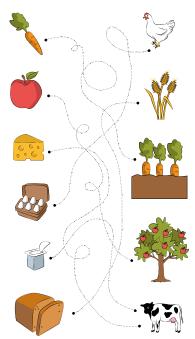
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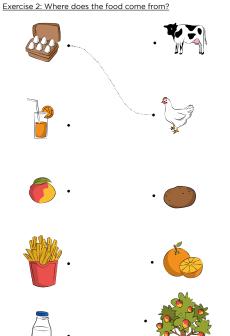
#### Health, Hygiene and Nutrition | Lesson 6 What goes together?

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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