

OXFORD

## Life Orientation

Get a jumpstart on  
Physical Education

Grade 8–12

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## INTRODUCTION

Physical Education forms a big part of the Life Orientation syllabus in both the Senior Phase and the FET Phase. Learners are encouraged to participate in physical activities that will improve their general fitness and wellbeing, assist them in working together as a team and teach them good sportsmanship.

In the Physical Education section of the Life Orientation curriculum, one theme is covered per term, e.g. outdoor recreation, dance and movement, or different types of games. The units in this booklet are organised in corresponding themes and can be used by teachers from Grade 8 to Grade 12.

The information and activities can be adapted to suit the needs of both the learners and you, the teacher. We have also included a unit on warm-up and cool-down exercises that should be included before and after every physical activity, as well as a unit on safety measures within Physical Education.

The information in this booklet has been extracted from *Oxford Practical Teaching: Physical Education for Secondary Schools* (ISBN 978 0 19 040408 6), available to order from April 2015.

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# Warm-up and cool-down routines

At the start of any Physical Education class or activity, learners have to make sure that their bodies are ready for the activities ahead. A warm-up routine should therefore always be the starting point for any physical activity. This routine can vary according to the intensity and type of activity which will follow.

The warm-up routine consists mainly of dynamic stretches and exercises, but warm-up games can also be used for variety. The warm-up should last for between five and 15 minutes, depending on the length of the lesson time available. For intense activities and sports, such as sprinting, soccer and basketball, longer and sport-specific drills may be included.

Once the Physical Education lesson has been completed, a cool-down routine must be performed. Cool-down routines consist of more static stretches and relaxation exercises and, after a high-intensity session, are essential to decrease learners' high heart rates and blood pressure. The cool-down routine should last for between five and 10 minutes.

## Planning a warm-up routine

### Step 1:

Take learners onto the playing field and begin with a light jog around the field ( $\pm$  two minutes).

- To help keep control of the lesson, instruct learners to jog with a partner, forming two lines jogging side by side.
- Keep the speed and fitness levels of learners in mind and try to pair learners of equal ability together.

### Step 2:

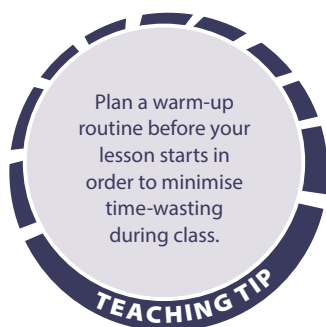
Teach learners how to perform a dynamic warm-up.

- A dynamic warm-up involves lengthening or stretching a muscle through continuous movement, i.e. the stretch is not held in a fixed position.
- Examples are given on the next page.

### Step 3:

Include warm-up games when time allows.

- Examples are given on page 4.



▲ Step 1



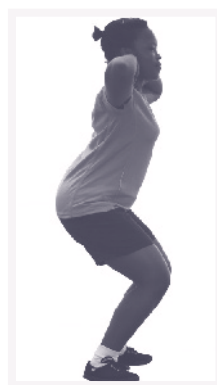
▲ Step 2



▲ Step 3

## Dynamic warm-ups

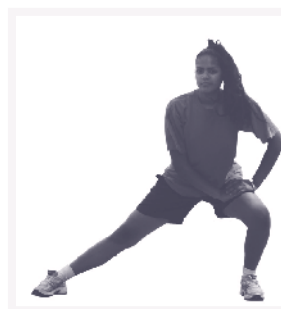
- Mark a distance of  $\pm 15$  metres.
- Ask learners to form rows of five to 10 people each, behind the start line.
- Learners must perform the given exercise to the 15 metres marker, turn around and jog back to the start line:
  - high knees
  - buttock kicks
  - leg swings
  - quick steps
  - walking lunges
  - walking side-lunges
- While learners are waiting at the start line in rows, they can perform upper-body exercises:
  - forward and backward arm rotations
  - half neck rotations
  - squats
  - single calf raisers and quadriceps stretches
  - lunges
  - windmills (torso rotations)
  - ankle and wrist rotations



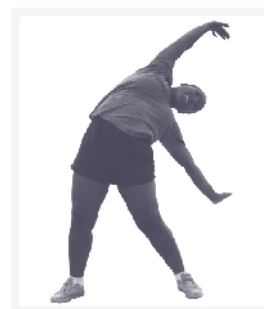
▲ Squats



▲ Calf raises



▲ Lunges



▲ Windmills



▲ High knees



▲ Butt kicks



▲ Leg swings



▲ Quick steps



▲ Lunges



▲ Side lunges

## Warm-up games

Tag games are fun and can easily increase one's heart rate. There are many variations of tag, but before starting the game, ensure that learners know what the rules are and that they will adhere to them:

- Only the arms, legs and back may be tagged.
- A tag is a *touch*, not a push or grab.

It is important to respect the rules of the game and be honest about having been tagged.

### Skunk tag:

- Place four hula-hoops at the four corners of the playing area. These are the safety zones. Learners can stay in a safety zone for 20 seconds, or until another learner steps into the hula-hoop. Only one player is allowed in each hula-hoop at a time.
- Place another hula-hoop in the middle of the playing area. This is the skunks' home.
- Select two learners to be the skunks (taggers) and place them in the centre (home) to begin the game.
- When you blow your whistle, the skunks chase and try to tag the remaining learners.
- When a learner is tagged, he or she changes places with the skunk. The new skunk must run to the centre hoop and shout "New skunk!" before trying to tag another learner.

### Big bear tag:

- Choose two learners to be the big bears (taggers) and another two learners to be the doctors (unfreezers).
- When you blow your whistle, learners move around, performing an activity such as skipping, hopping, high-knees or side-stepping while the bears attempt to tag them.
- When learners are tagged, they must freeze and stay in that spot until one of the two doctors heals them by touching them on the shoulder, allowing them to move again. Doctors cannot be tagged by the big bears.
- Swap learners' roles.

## Cooling down

The cool-down routine should be done immediately after training activities and should gradually lower learners' body temperature, heart rate and breathing rate. Its purpose is to slowly return their bodies to a lower or resting state.

Develop a cool-down routine that includes static stretches and breathing exercises. Static stretches can be held for 10 to 15 seconds. Encourage learners to count the time held for each stretch and start with learners standing up:

- neck (left and right)
- neck (forward and backward)
- shoulders
- triceps
- torso
- quadriceps
- calf stretch with knee straight
- calf stretch with knee bent

Next, ask learners to sit on the floor. Once again, they should hold each stretch for 10 to 15 seconds. No bouncing!

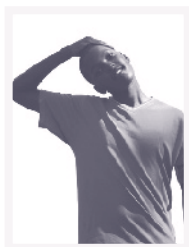
- hamstrings
- inner thighs
- outer thighs (iliotibial band)
- gluteal muscles and outer thighs
- back

Include other static stretches as appropriate.

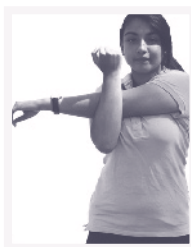
Cooling down also helps prevent muscle stiffness or soreness, so ensure that you plan for this in your lesson.

**TEACHING TIP**





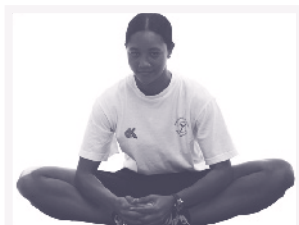
↑ Neck



↑ Shoulders



↑ Triceps



↑ Outer thigh



↑ Inner thigh



↑ Lower back and gluteal muscles (buttocks)



↑ Lower back



↑ Calves

## Harmful exercises

### The deep (full) squat:

Full squats push your knee joint past 90°. This can strain ligaments and the cartilage and muscle of the knee joint and lower back, creating problems with the tracking (movement) of your kneecap.

### Neck rotations:

Performing full rotations or circles with your neck can result in injury to your cervical (upper vertebrae) discs. Only rotate your neck in half circles.

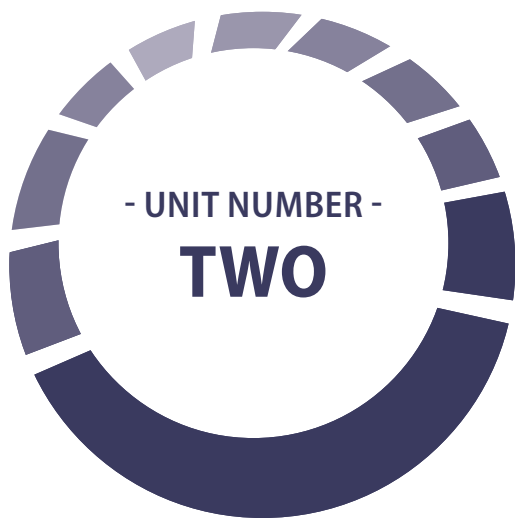
### Knee-over-toe lunges:

Avoid deep knee bends. When your knees move past your toes, excess pressure is placed on the ligaments and cartilage in your kneecap. This does not only apply to stretches, but also to aerobic exercises, such as dancing, step aerobics and circuit training.

## Correct stretching techniques

When learners are stretching, always try to ensure that they are using the correct techniques:

- When you stretch your hamstrings, do not bend your back.
- Point your toes forward when you stretch your calf muscle.
- Keep your back upright when stretching your inner thigh muscles.



# Fitness and wellbeing

Physical fitness is an important component of one's overall health and wellbeing. It is very important that you educate your learners on the importance of maintaining good physical fitness levels and how to do this. Activities such as walking, sprinting and various strength-training circuits can help learners achieve and maintain improved physical fitness levels. Good training habits established at a young age are likely to continue throughout learners' lives.

## Measuring heart rate

Your heart rate is also known as your pulse. It is determined by the number of times your heart beats in one minute. Heart rates vary from person to person. It is low when you are at rest and increases when you exercise. Teach learners to measure their heart rate at two easy points on their bodies.

### Step 1:

- Place the tips of your index and middle fingers on the palm side of your other wrist, below the base of the thumb (radial pulse).
- Or place the tips of your index and middle fingers on your lower neck, on either side of your windpipe (carotid pulse).

### Step 2:

- Press lightly with your fingers until you feel the blood pulsing beneath your fingers.
- You might need to move your fingers around slightly up or down until you feel the pulsing.
- Do not use your thumb to search for a pulse. Your thumb has its own pulse.

### Step 3:

- Use a stopwatch and count the beats you feel for 15 seconds.

### Step 4:

- Now multiply this number by four to calculate your heart rate per minute.



## Skipping

Skipping is an excellent activity for improving your health and fitness levels. A skipping rope is an inexpensive apparatus and learners can even make their own. Skipping workouts can burn many unwanted calories and improve muscular endurance.

Vary skipping movements to keep the activity fun and interesting for learners.



### Criss-cross:

- This is a simple variation where you cross and uncross your feet with each jump.
- It improves coordination and focus.
- Do not always follow the same patterns, e.g. cross your feet three times with your right foot in front and then only put your left foot in front once.
- Stay on your toes for the duration of the activity.

### Heel to toe:

- Jump forwards and backwards
- When you jump forwards, land on your toes.
- When you jump backwards, land on your heels.

### Running on the spot:

- Try to run on the spot with the rope.
- Each skip of the rope is one step.
- This is excellent for cardiovascular endurance training and for improving muscular endurance in your arms.

### High knees:

- This is similar to running on the spot, except that after each step you bring your knee right up to your chest.
- The objective is to bring each knee up as high as you can to activate your hip muscles as well as your abdominal muscles.

### Double jumps:

- A double jump is probably the most difficult combination.
- Try to jump high enough and swing your hands fast enough for the rope to go around twice for each jump.



## Power walking

This is often confused with race walking. Power walking entails walking at a fast pace as opposed to jogging or running. Unlike race walking, at least one foot must be in contact with the ground at all times.

### Teaching Tip

If learners are not training to be competitive track and field athletes, they should begin with a walking programme. Participating in a walking programme is an excellent long-term activity that requires minimal equipment and no specialised training or skills.

### Tips for walking faster:

- Use good posture. Walk tall and look forward, not at the ground. Your chin should be level and your head up.
- Keep your chest raised and shoulders down, back and relaxed.
- Bend your arms to slightly less than 90°. Cup your hands gently. Swing arms front to back, not side to side – your arms should not cross your body. Do not swing your elbows higher than your sternum (breast bone).
- Swing your arms faster and your feet will follow. To go faster, take smaller, faster steps.
- Tighten your abs and buttocks.
- Push off with your toes. Concentrate on landing on your heel, rolling through the step and pushing off with your toes again.
- Breathe naturally.



## Core-strengthening exercises

Core-strengthening exercises refer to exercises that target the abdominal and lower back areas. Emphasise that learners must always try to pull their belly buttons towards their spines. This is the key to core exercises.

Design a core-strengthening programme for learners, asking them for suggestions and feedback about various core exercises.

The plank is a popular balance and core-conditioning exercise. There are two major types of plank movements: the full plank, where you balance on both arms, and the side plank, where you balance on one arm.

### Full plank:

#### Step 1:

- Start in the push-up position. This is the easiest way to get into the plank.

#### Step 2:

- Lower both forearms to the ground so that both your elbows and fists are flat to the ground. Palms should be directly underneath your shoulders.

#### Step 3:

- Curl toes under and engage your abdominal muscles by tilting the pelvis and pulling your belly button toward your spine.

#### Step 4:

- Now straighten your body, but keep your neck and spine neutral (back to the position in Step 1).



### Side plank:

#### Step 1:

- Lie on your left side, with the whole side of your body on a mat.

#### Step 2:

- Use your left elbow to prop up the rest of your body.
- Your left elbow should be directly underneath your left shoulder, i.e. they should be aligned with one another.
- Your right arm should be resting on the right side of your shoulder.
- Only your forearm – from your fist to the end of your elbow – should be supporting your weight.
- Your forearm should be perpendicular to your body.



# Games

All games can be played by both boys and girls.

When deciding teams, do not ask two learners to take turns selecting their players as this often results in humiliation for the last learners selected, resulting in them losing interest in the activity before it even begins.

If you feel that it is necessary to allocate captains to teams, do not choose the same learners each time. Give players of various abilities a chance to practise this leadership skill.

## Invasion games

Invasion games are games which require players to enter the field space of their opponents. They may be competing to gain ground or using strategy to win, e.g. the aim of the invasion in soccer is to score goals, or they may be invading the territory in order to catch opponents.

### Broom hockey:

Broom hockey is similar to traditional hockey, except that players play with brooms instead of hockey sticks.

- Find a suitable location with a big, hard surface.
- Mark out a court with two halves.
- Set up cones to create a goal at each end.
- Decide how long each half of the game should last. Fifteen minutes for each half should be enough.
- Divide players into two evenly matched teams, without drawing attention to who you expect to be most capable and who you expect to struggle. Give each player a broom.
- One player from each team stands facing the other in the middle of the court, with the ball on the ground between them. This is called a "face-off".
- At the count of three, the face-off players try to gain control of the ball with their brooms.
- Players move the ball toward their opponents' goal by passing the ball to each other.
- Players may not touch the ball with their hands or feet during play. If they do, possession of the ball goes to the other team. This rule can be adjusted according to the skill level of the players.
- If the ball goes outside the playing area, the team that controlled the ball turns possession over to the other team.
- Record a point scored each time the ball enters the opponent's goal area.
- No point is scored if the shooting player is already inside the opponent's goal area when shooting.
- After each goal, players face off again.
- The team that scores the most points during the game is the winning team.
- Players who deliberately break rules can be sent to the penalty box for two or five minutes:
  - Do not "check" (run into) an opponent.
  - Do not engage in "high sticking" (swinging or lifting the broom higher than your shoulders).
- When a player receives a penalty, his team must play short-handed. The opposing team is then on what is called a "power play".
- If the opposing team scores while on a power play, the player in the penalty box can return to the court.
- Players who engage in unsportsmanlike conduct by using abusive language or showing disrespect for officials may receive a two-, five- or 10-minute penalty or may be disqualified from the game completely.
- If a player receives a 10-minute penalty or game disqualification, an alternate player may play in his or her place.



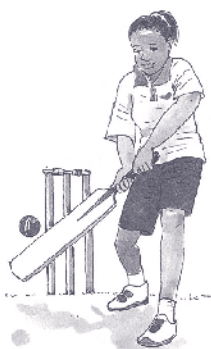
## Striking and fielding games

### Continuous cricket:

Continuous cricket is based on the same rules as traditional cricket. As the name implies, however, there is continuous action in this game because there is no rest between bowled balls. Also, the batsman runs to a marker because there are no wickets at the other end of the pitch.

- You need a cricket bat, one set of wickets (you can use an upturned rubbish bin or large bucket) and a utility ball or tennis ball (not a cricket ball).
- Set up a pitch, either indoors or outside: one set of wickets, a crease of 1 metre in front of the wickets and a mark for the bowler, in line with the wickets and crease, approximately 12 metres away. Place a marker 9 metres to the left of the wickets and another marker 9 metres to the right of the wickets. These are the turning points.
- Choose two teams of 5 to 10 players each.
- One team is the batting team and the other is the fielding team.
- The batting team lines up behind the line, waiting for their turn.
- A bowler from the fielding team bowls the ball at a batsman from the batting team, aiming at the wickets behind the batsman, while the rest of the fielding team wait to catch the ball.
- The bowler should use an underarm motion in a medium arc so the ball bounces approximately a metre in front of the batsman.
- The fielding team takes turns to bowl until everybody has had four turns.
- When a batsman hits the ball, he or she must run around one of the two turning points (not both) and back to the wickets. Depending on the skill of the players, you may allow the batsman to run even if they have missed the ball.
- The aim of the game is for each player to have a turn to bat and score as many runs as possible without being bowled out or caught.
- The batsman scores a run with every completed run around a turning point.
- The batsman is out if the ball hits the wicket or is caught. He or she can also be stumped or caught leg-before-wicket (LBW). You are stumped if someone with the ball hits the wickets while you are outside the crease and you are judged to be LBW if you allow the ball to hit your leg as a means of protecting the wicket.
- When someone goes out, the next batsman on their team must move quickly to the crease and take the bat because the bowler is allowed to bowl again immediately.
- Once everyone in the fielding team has bowled four times, they become the batting team and the batting team has a turn to be the fielding team.
- Once everyone has had a chance to bowl four times, the team with the most runs wins.





## 1.1 Batting

### The grip and stance

1. The hands should be together, about halfway down the bat handle. This is a comfortable position and allows the hands to work together.

To find the correct grip, put your bat face down in front of you on the ground. Squat down and pick up the bat, forming a 'V' with each hand. Hold the bat firmly, rather than tightly.



The back lift



1.



2.



3.

◆ You can find step-by-step illustrated instructions on the correct way to bat on pages 192 and 193 of the Oxford Successful Life Orientation Grade 11 Learner's Book.



## Target games

In target games, players throw, slide or strike an object in order for it to land in a designated target. As with most sports, players need to be highly skilled to shoot accurately for goals on a regular basis.

### Bucks and Hunters:

Variations of this game are played worldwide. The “hunters” have to hit the “buck”, adding them to their team, until only one buck remains.

- Only a tennis ball and an even, hard surface are needed for this game.
- Two teams of hunters, of between four and 15 learners each, stand in rows opposite each other, approximately 10 to 15 metres apart.
- Four or more learners are the buck and stand between the two teams of hunters, in a restricted area.



- One learner from Hunters A throws the ball at the learners in the middle and, if someone is hit, he or she joins the Hunters A team.
- The successful hunter gives the ball to one of his or her team mates and goes to the end of the team's row.
- If the ball does not hit anyone, the Hunters B team retrieves the ball and has a chance to “shoot” from their row.
- The game is repeated until only one learner – the winner – is left in the middle.



## Indigenous games

In traditional societies, play and games were an important way of socialising the young and teaching them values and survival skills. They were allowed to play traditional games learnt from their elders or to make up games for themselves. These games, which boys and girls could play separately or together, were an integral part of initiation ceremonies and everyday life.

Teaching your learners indigenous games is an opportunity to celebrate racial diversity, identify similarities amongst cultural groups, create understanding of and sensitivity towards differences and to address issues such as stereotyping, discrimination, equal opportunities and social tolerance.

### **Diketo/Magave/Unopuca/Jacks:**

This is a coordination game.

- Each player has a taw/large stone/ghoen and ten small stones.
- Dig a small round hole in the ground.
- Toss to decide who will start the game.
- The player who starts the game places 10 stones inside the hole.
- He or she throws the taw/large stone/ghoen into the air and, while it is in the air, scoops all the stones out of the hole with one hand, before trying to catch the taw/large stone/ghoen.
- If he or she catches it, the player keeps one of the small stones next to him or her and throws again.
- This time, before catching the taw/large stone/ghoen, the player tries to put the remaining nine stones back into the hole with the same hand.
- The game continues in this way, with one more stone placed next to the successful player each time, until there are no more small stones to return to the hole.
- If the player does not catch the taw/large stone/ghoen, he or she loses a point and play passes to another learner.





# Movement techniques

Rhythmic movement is one of the many popular forms and practices of educational dance and gymnastics. At its core is aerobic dancing, more commonly known as aerobics, with a variety of contemporary forms and adaptations.

In rhythmic and aerobic gymnastics, the basic skill of handling small hand-apparatus provides many opportunities for performing at different levels. Gymnastic skills like jumps, turns and rolls may also be used in this dance form.

Vaulting and stunts fall under the discipline of gymnastics and are not part of the movement vocabulary of rhythmic movement.

## Rhythmic movement and dance

In this section, dance takes on the form of rhythmic movement while handling small apparatus. It entails the performance of movement sequences to music, executed with fluency and style. It requires skill and control, both of the body and in handling the apparatus.

### Ball activities:

The mastery of eye-hand coordination required when manipulating a ball is one example of this skill and control. The ball-handling skills required in this type of movement differ from sport skills because the movements are performed with rhythmic repetition and precision, involving the whole body. This requires an awareness of movement aesthetics – no gripping of the ball is allowed – and good posture that creates a special harmony between the ball and the body.

Before the lesson begins, select suitably rhythmic music for learners to dance to. Then, at the start of the lesson, place learners in a scattered formation with a ball each. They should sit cross-legged, keeping the ball still between their legs, with their arms at their sides.

Demonstrate the following skills yourself and then let learners practise while standing on the spot:

- Stretch your arms above your head, holding the ball in your fingertips. Keeping to the beat of the music, first move your arms down and then swing the ball upwards, throwing it gently into the air. Use your whole body to reach high and wait to catch the ball in this stretched position. Grasp the ball and swing back to your starting position. Your arms should be straight throughout and you must not move your feet.
- Roll the ball and run beside it, getting slightly in front of it. Catch it by bending into a semi-squat position and picking it up with a backswing of the arm. Bring the ball to the front using a circular arm movement.
- Bounce the ball straight down by pushing it down while bending your knees. Catch the ball on the upswing with your body in the stretch position.
- Roll the ball from the left hand, over the chest, to the right hand and back again.
- Throw the ball from the right to the left hand, overhead in the sagittal plane, keeping your arms outstretched at shoulder height. Stretch your body on the throw and shift the weight to the hand that catches the ball. Keep in time with the music.
- Walk and “play” with the ball at the same time by tossing and catching, rolling and swinging it. Then do the same while running, jumping and doing other locomotion steps.

## Gymnastics

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In gymnastics, the body needs to be strong and flexible as many skills involve using the body in challenging ways. The abdominal muscles should be particularly strong in order to provide a strong core for balance activities and tumbling.







Many gymnastic skills are adapted locomotion skills like running and jumping. Running usually provides the speed and elevation necessary to do tumbling or floor exercises and leg strength and explosive muscle contractions are necessary to be able to jump over objects (vaulting). The latter requires key timing and body coordination too. Rotating the body is part of floor sequences and the forward and backward rolls should be learnt from a relatively young age.

### **Practising basic gymnastic movements:**

Set up seven stations and divide the class into small groups. Describe and demonstrate the skills required at each station before allowing the learners to attempt any movements.

#### **Station 1: Run and leap**

- Run several small steps and then do a long leap, stretching your front leg and lifting your back leg whilst swinging the arm in opposition to the leading leg to stretch forward at shoulder height. Stretch your other arm out to the side at shoulder height.
- Continue running and leap again.
- Change leading legs.

#### **Station 2: Make a 360° turn in the air**

- From standing straight, bend your knees and rotate your arms and torso to the left.
- Jump up, turning your head, trunk and arms vigorously to the right.
- Turn 360° in the air and land on both feet.
- Rotate your arms and torso to the right and jump to the left.

#### **Station 3: Hold hands and jump over**

- Practise in groups of three.
- Two learners hold hands to form a circle and the third jumps over their joined arms while they help to lift his or her weight.

#### **Station 4: Jump over the stick**

- Hold a stick at both ends with your palms facing downwards.
- Bend your knees, hold the stick low and then jump over it without letting go.
- The stick is now behind your back.



**Station 5: Straddle jumps**

- Straddle jumps can be done from a box or from a jumping cube.
- Jump off and extend your arms and legs outward in a "V"-shape.
- Bring your legs back together and land on both feet.

**Station 6: Tuck jump**

- Tuck jumps can be done from a cube.
- Jump off and bring your knees up to your chest.
- Straighten your body again and land on both feet.

**Station 7: Leap frog**

- Practise in partners.
- One learner takes up a squatting position (hands on the floor and head tucked against their chest). Their partner jumps over them from behind by placing his or her hands firmly on their shoulders and swinging their legs forward to land on both feet.
- Take turns to jump over each other's backs.
- Once everyone has practised, several learners can line up in the squatting position for the other learners to leap over.

**Doing a forward roll and a straddle forward roll:**

The straddle forward roll is two consecutive rolls. First do a forward roll and then add the straddle part.

**Forward roll**

- Begin in a closed standing position with feet together and arms extended overhead.
- Bend down and place your hands, shoulder-width apart, on the mat.
- Look towards your stomach, bend your arms and take more and more of your body weight onto your hands as your legs push your body forward and over.
- Overbalance and roll forward, hitting the mat or floor on your shoulder blades. Continue to roll in a curved position.

**Straddle forward roll**

- Keep your legs straight and spread them apart in the straddle position so that you land on your legs after this first roll. Your feet should be apart, your body should be bent slightly forwards and your arms should be extended forwards.
- Begin the second roll immediately from the straddle position, with your head tucking under and your body moving forward to a shoulder-blade landing.
- Recover to standing with your feet together, as in a regular forward roll.
- Working in pairs, learners can assist each other: one partner stands in front of the roller after the roll phase to help him or her to recover correctly. The roller should reach out to their partner and try to shake hands as they come up. This will get their arms and weight forward, moving the centre of gravity forward).
- Practise over and over again.





⬆ Doing a forward roll

### Doing a backward roll and a straddle backward roll:

Let learners take turns to do the backward roll and straddle backward roll in pairs.

#### Backward roll

- Stand with your arms extended overhead (palms up) and your back towards the length of the mat.
- Tuck your chin into your chest.
- Lower your body in a tuck position by bending your knees and overbalance backwards to begin the roll.
- Remain in a tuck position as shoulders and hands meet the mat or floor.
- Push with your hands to lift your body (hips, legs and trunk) over your head. Your head and neck will support your weight (touch as little as possible).
- As your feet touch the mat, straighten your arms until your feet are supporting your weight. Straighten your body to stand with arms stretched up high.

#### Straddle backward roll

- Stand in the straddle balance position with your back towards the length of the mat.
- Move your hands between your legs as your torso moves forward to lower your body, with hips back and down, until your bottom touches the mat.
- Move your hands to your shoulders, as in a regular backward roll, and immediately roll your body backwards with your legs in the straddle position.

## Aerobics

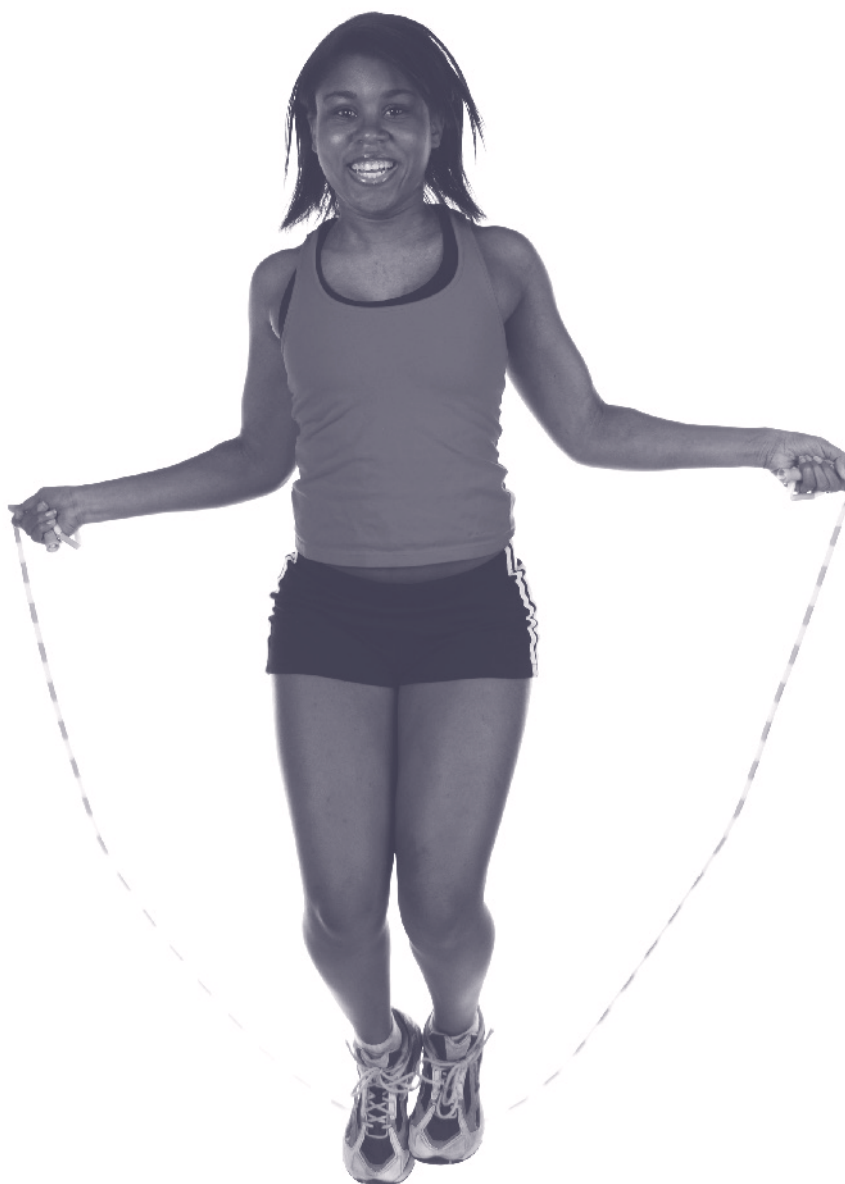
Aerobics is a form of physical exercise in which stretching and strength-training routines are combined with cardio-vascular fitness activities and usually performed to music in dance-like routines or exercises. However, it can also be performed without music and take the form of circuit training.

### Getting fit:

- Give learners a scorecard each so they can keep track of their progress.
- Divide the class into six groups.
- Set up six stations around a field and tell learners to practise each activity for two minutes, writing down the number of repetitions they manage to complete.
- Blow the whistle to start and again to stop.
- Learners should move anti-clockwise to the next station.

**Station 1: Skipping ropes**

- Skip as fast as possible for two minutes.
- Write down the number of skips you completed.

**Station 2: Wall press-ups or sit-ups**

- Do wall press-ups or sit-ups for two minutes.
- Write down how many you were able to do.



**Station 3: Abdominal crunches**

- Lie on your back with your arms folded in front of you.
- Lift your head and legs or knees 90°.
- Do abdominal crunches for two minutes.
- Write down how many abdominal crunches you were able to do.

**Station 4: Lunges**

- Stand with your feet together.
- Lunge to the right and left alternately, shifting your weight onto your bent knee and straightening up again.
- Do lunges for two minutes.
- Write down how many lunges you were able to do.

**Station 5: Star jumps**

- Do star jumps for two minutes.
- Write down how many star jumps you were able to do.

**Station 6: Shuttle runs**

- Place two markers 20 m apart.
- Two at a time, run from the outside of one marker to the outside of the other one for two minutes.
- Write down how many laps you completed.



# Outdoor recreational activities

It is ideal for learners to be active outdoors if at all possible. Encourage learners to take part in physical activities that they will be able to enjoy for the rest of their lives, long after they have left school, such as orienteering, hiking and dancing.

## Orienteering

Orienteering is a unique and exciting sport which develops self-confidence and teamwork skills. Participants use a map (plan) and/or a compass to find a series of check points in an open area of ground. Orienteering offers a challenging and inexpensive way for learners of all abilities, whether they are in primary school or high school, to explore the outdoors. Many adults belong to orienteering clubs and compete against each other on a regular basis.



### An orienteering treasure hunt:

One way to make orienteering more exciting is to include a treasure hunt in which the objective is to work as a team to collect all the "treasure".

- Set up 15 control points, numbered 1 to 15, around the school grounds in such a way that they are hidden by buildings, trees, parked cars or other obstacles.
- Draw a map of the area showing where the numbered control points are.
- At each control point, hide some treasure. Use easily available objects, such as rulers, shoes, books and balls, but make sure that there is one for each team at each control point, i.e. if there are eight teams, you will need to put eight rulers at Control Point 1, eight shoes at Control Point 2, etc.
- Divide learners into teams of not more than five.
- Give each group a rope, note cards, a pencil and a map of the school grounds.
- The map should show any equipment, such as cones or hoops which you may have set up for the lesson, as well as landmarks like trees, pathways, buildings and goalposts. Distances should be marked with the number of paces between each control point.
- Give the learners all the bearings and distances on the course (or only give them the information for their first control point and tell them that the next control point's bearings and distance will be with the hidden treasure).



- Teams 1 and 2 will start at Cone 1 as their home base and will continue to Cone 2 ...3 ...4 until 15.
- Teams 3 and 4 will start at Cone 3 as their home base and will continue to Cone 4 ...5 ...6 until 2.
- Teams should count their paces between control points.
- Team members should assist each other through and/or around obstacles when necessary.



### **Making a map:**

The ability to find your way from place to place, even in an unknown area, is very important so learners need to be able to read and understand maps.

- Provide each learner with an A4 piece of blank paper, a pencil and an eraser.
- Learners must divide the sheet of paper into four even blocks (quadrants) and draw a map of the school grounds, covering all four quadrants.
- Learners must also create a legend, explaining the various features they have included in their map, such as buildings, trees, rocks, roads and facilities in the school grounds.
- Once the maps are complete, put learners into pairs to compare the similarities and differences between their maps.

## **Hiking**

Hiking is very popular in South Africa due to our warm climate as well as our interesting and very diverse countryside, including beaches and coast lines, mountains, forests and farmlands.

The first rule of safe hiking is to have the correct equipment, while making sure it is light enough for every individual to carry it by themselves.

### **Planning:**

If you want to take your learners on a hike, it is important to plan well. You can include the learners in the planning process to increase their enthusiasm for the activity.

- Choose a route that is well-known and safe. For a first-time hike, stay close to your school or town.
- Choose a route that all learners will be able to complete.
- Get permission from the principal and all parents.
- Always have at least one other adult with you, more if your group of learners is particularly big. Ask a colleague to help or ask parents to volunteer.

- Make sure that all learners are adequately prepared for the hike. Give them a checklist of appropriate clothing and equipment to bring (see below).
- Make sure that somebody at school knows where you are hiking and when you expect to be back. Should any problems occur, they can raise the alarm and start looking for you.
- Take a fully-charged cell phone with you if possible.

### **Requirements:**

For a moderately easy day-hike, you will need the following:

- Back-pack
- Water bottle: each learner must have enough water for themselves for the duration of the hike.
- Clothes: only what is necessary to keep warm and dry and to avoid sun burn.
- Food: high in energy but light to carry, such as nuts, biltong, dried fruit and sweets.
- Rubbish bags: to collect any waste that the group may generate.
- Shoes: comfortable shoes and socks that will support your feet and ankles.
- First-aid kit (see page 31): typical injuries include blisters, insect bites, grazes, scratches and twisted ankles. Think about the types of injury which may occur in the area in which you are hiking and pack appropriately. Small, inexpensive kits can be bought at any chemist.

## **Self-defence**

The core goal of self-defence is to avoid becoming the victim of a violent crime. Strategies are situation-dependent, but include the following:

- avoiding dangerous places and people
- reacting immediately
- remaining calm and cautious as responding aggressively or violently may cost you your life
- escaping as soon as possible.

An attacker will usually come into close contact with their victim. Explain to your learners that this invasion of personal space causes fear which may lead to inappropriate reactions that aggravate the situation. Encourage them to practise basic grappling techniques and, if they are threatened, to expand on these concepts and movements accordingly.

## **Breaking free from an attacker**

Stress to learners that it is preferable to avoid any dangerous situations. However, if they are attacked, the actions described below will help them to escape.

### **Breaking a grip:**

This is an important concept as most attacks take place at close quarters.

- Divide the learners into pairs and tell them to face each other.
- Tell Learner A (the attacker) to grab Learner B's wrists with his or her thumbs on top.
- Explain that the attacker's grip is weak where he or she does not have fingers, namely between the thumb and forefinger.
- Tell Learner B, the victim, to break the grip by moving his or her arms in a big circular motion in the direction of that space between the attacker's thumb and forefinger.
- Tell Learner A to turn his or her hands around and grab both of Learner B's wrists again.
- Tell Learner B to move his or her arms in a big circular motion in the opposite direction to the previous scenario.
- Tell learners to swap roles and repeat both scenarios.

### **Breaking wrist locks:**

- Tell Learner A to grab Learner B's sleeve.
- Tell Learner B to move his or her forearm around the outside of the attacker's wrist, putting his or her hands together as if clapping, and pulling the attacker's wrist into him or her for control.
- Once control is achieved, tell Learner B to pull diagonally downwards. With enough pressure, the attacker should fall down.

- Tell Learner A to grab Learner B's shirt in front of their chest.
- If Learner A has used their right hand, tell Learner B to grab it with their own right hand, placing the thumb between the forefinger and thumb of the attacker.
- Tell Learner B to turn the attacker's hand, keeping tight control of the wrist.
- When the hand is completely turned and the attacker's fingers are in the air, Learner B can either strike the attacker's triceps muscle or pull him or her to the ground.

## Movement patterns

### Activity 1 Practise the elbow strike

1. Stand with your feet shoulder-width apart.
2. Hold your left fist with your right hand in front of your chest. Point your elbow to the left side.
3. **Lunge** your left foot out while striking out with your left elbow. Keep your left arm parallel to the floor.
4. You can also strike upwards with your elbow.
5. Practise this movement on the right and the left.



### Activity 2 Practise the slap

1. Stand with your feet shoulder-width apart and bend your knees slightly.
2. Pivot your upper body to the right, holding your fists just below your chin.
3. Lean your left shoulder forward and pivot to the left as you simultaneously strike forward with your right palm, fingertips facing the ceiling.



### Activity 3 Practise the knee strike

1. Stand with your right foot 10–15 cm behind your left.
2. Hold your fists in front of you as if you are grabbing an attacker's shoulders.
3. Tuck in your chin and thrust your right knee forward, striking toward your imaginary attacker's groin.



**lunge** step out with your weight moving with your step



# Safety measures

The safety of your learners is always a priority, whether inside or outside the classroom, but accidents such as falls or even a simple paper cut can still happen. Fainting, nosebleeds and insect bites or stings are also relatively common in schools so you need to be prepared to deal with whatever occurs.

A good start would be to have a basic first-aid kit in your classroom, together with a knowledge of basic first aid. In addition, understanding initial injury management for injuries like sprains and fractures will enable you to treat an injury when it happens and advise the learner on its proper management thereafter.

## Safety during outdoor activities

When playing outdoors, it is important to take precautions with regard to the time of day, weather conditions and playing surface.

- Time of day: Avoid moderate- to high-intensity activity between 11h00 and 14h00, especially during summer.
- Weather conditions: Avoid playing in the rain or in extreme heat and during electrical storms.
- Playing surface: ensure that the playing area is more or less even, without holes in the ground, and hazard-free. Check for stones, old nails and broken glass. A field is often preferable to hard surfaces if at all possible, but play can also happen inside school halls or gymnasiums. Indoor floor surfaces must be clean and not too slippery. Floor boards and tiles should be well maintained as damaged areas increase the risk of injury.

## Cuts and bruises

Even when all precautions have been taken to keep the playing area safe, minor injuries such as cuts and bruises are still a common occurrence amongst learners. It is therefore necessary to always have a first-aid kit available nearby. For a minor cut or scrape, follow these steps:

### Step 1:

- Clean the injury by gently pouring clean water over the area to remove surface dirt.

### Step 2:

- Get the first-aid box and put the gloves on.

### Step 3:

- Use an antiseptic solution to clean the wound.

### Step 4:

- Cover with a plaster or bandage.

If the cut continues to bleed and appears to be deep, apply pressure to the area and seek medical help.





Bruises result from a trauma to the body, such as a direct blow or repeated blows from a blunt object, falling or just bumping into something or someone. The injury causes the capillaries to rupture and the blood to diffuse into the surrounding tissue, creating the typical blue-black pattern.

Most bruises are minor and heal quickly. However, severe contusions can cause deep tissue damage and can lead to complications such as fractured bones, sprained muscles and dislocations. Sometimes a pool of blood collects within the damaged tissue, forming a lump over the injury (hematoma).

The initial treatment for a contusion or any other similar soft-tissue injury is summarised by the acronym P.R.I.C.E:

- **Protect:** Ensure that the injured person is out of danger. This may include stopping the game or moving the person off the field.
- **Rest:** The first 24 to 48 hours after the injury is a critical treatment period and activities need to be decreased. Any activities that cause pain should be avoided. The use of a splint, sling or crutches may be necessary to adequately rest the injured body part.
- **Ice:** For the first 48 hours after the injury, apply ice to the injury for 15 to 20 minutes every 3 to 4 hours. Do not ice the site for more than 20 minutes at a time as this may cause further damage to the injured tissues. At home, a bag of frozen vegetables such as peas or corn can be used and then put back into the freezer to be re-used later. Alternatively, fill paper cups with water and freeze them. Hold the frozen cupful like an ice cream cone against the bruise, peeling away paper as the ice melts. Do not apply any heat to the area.
- **Compression:** Use compression when elevating an injury during early treatment. You can use a crepe bandage or a strip of clean, thin material. The bandage should be snug, but not too tight as this could cut off circulation. Re-bandage more loosely if fingers or toes become cold or blue or start to tingle.
- **Elevation:** Try to raise the injured site higher than your heart, if possible. This reduces the flow of blood to the area.



## Sprains and strains

A sprain is a stretch and/or tear of a ligament, the fibrous band of connective tissue that joins the end of one bone with another. A strain is muscle and/or tendon injury. Tendons are fibrous cords of tissue that attach muscles to bone.

It is important that you need to know how to manage such injuries because good initial management can lead to faster injury recovery time.



### The P.R.I.C.E principle:

As with bruises, the P.R.I.C.E principle should be applied when learners suffer sprains or strains:

- **Protect and rest:** Move the learner from the field or court. Briefly assess the injury.
- **Ice:** If there is no visible deformity or bleeding, apply ice to the injury site. Do not apply the ice directly to the skin. Wrap it in a plastic bag or in a towel and then place it on the painful area. Only ice for 15 to 20 minutes.
- **Compression:** Wrap a bandage around the affected area, over the ice, to provide support. The figure-of-eight strapping method is ideal for ankle injuries, both initially and for long-term support. Repeat the figure-of-eight at least two or three times, ensuring that the tape is not too tight.
- **Elevation:** Raise the injured area above the level of the heart to prevent further swelling.

### Suspected ankle sprains:

- Do not rub the ankle.
- Do not add heat to the ankle in any way, such as by placing it in warm or hot water or massaging it with heat rubs like Deep Heat.
- Do not continue playing while experiencing pain.
- Depending on the severity of the pain and swelling, ankles should be iced three times a day for 15 to 20 minutes at a time. If the swelling and/or pain is worse after 48 hours, seek medical advice.

## Suspected fractures

A fracture is a break in a bone. A greenstick fracture is an incomplete fracture in which the bone is bent. This type occurs most often in children.

Fractures may cause swelling, bruising or tenderness around the injured part. It is painful to put weight on the injury, touch it, press it or move it. The injured part may look deformed. In severe breaks, the broken bone may pierce the skin.

### Step 1:

- Seek immediate emergency medical care.

### Step 2:

- You may need to splint the injured area. Broken bones are painful and any bumps or movement tend to be very painful. This pain is lessened when you apply a splint, preventing movement of the bone. As well as reducing pain, splints help prevent further damage to muscles, nerves and blood vessels.
- For a broken arm, something as simple as an exercise book or folded piece of cardboard and cello-tape are enough to make the arm a little more comfortable.



## Dislocations

A dislocation is when the bones in a joint become displaced or misaligned, often as the result of a sudden impact to the joint.

### Step 1:

- Do not try to “pop” the joint back into place. This may cause more injury.

### Step 2:

- Seek medical assistance as soon as possible.

### Step 3:

- Apply ice packs to the area to help reduce pain and swelling.

**Slings:**

Slings can be used for many different injuries. They are most often used for fractured or dislocated arms or shoulders.

**Step 1:**

- Find a suitable rectangle of fabric. Improvise with a pillowcase, sheet, bandana or towel if necessary.
- Specially designed triangular bandages can be purchased and kept in your first-aid kit.

**Step 2:**

- Cut the cloth to size if required.
- Fold or cut diagonally to make a triangle.

**Step 3:**

- Slip one end of the sling under the injured arm so the elbow is at the top point of the triangle and the wrist is midway along the triangle's bottom edge.

**Step 4:**

- Bring the two free corners up around the front and back of the opposite shoulder, cradling the arm.

**Step 5:**

- Tie or pin the two ends securely together, ensuring that the injured arm is supported at a right angle.





## The first-aid kit

It is important to have at least one first-aid kit available at every school. You do not need to purchase one. If you are making up your own kit, include the following basic items:

- gloves
- cotton wool
- antiseptic solution like Dettol (diluted)
- bandages and plasters
- tweezers
- a sling
- a pair of scissors.

You can gradually add more contents to your kit during the course of the year. It is very important to immediately replace anything that you have used so that the kit is always complete when required.

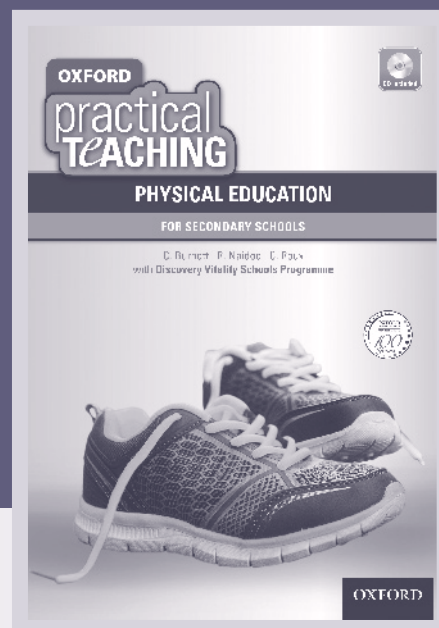
### Gloves:

Gloves must always be worn when treating injuries, especially when the patient is bleeding.

How you remove and dispose of used gloves is extremely important. Make sure that you do not get any blood on your hands or arms when you remove the gloves and dispose of them in such a way that nobody else will come into contact with them accidentally.



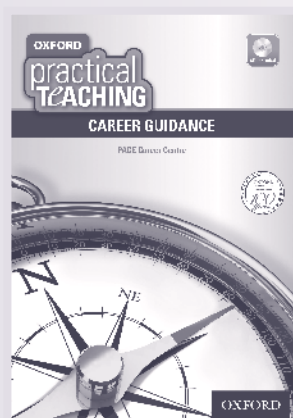
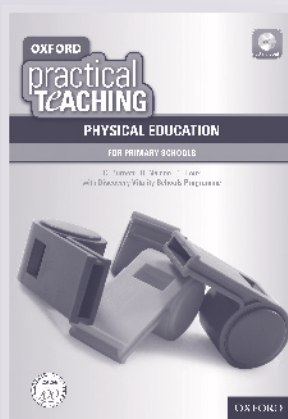
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