

Grade 1

Lesson 1

Lesson plan

Lesson theme	I like to move	Grade	1
Duration	30 minutes	Date/week	
Context			
<ul style="list-style-type: none">Getting more physically activeBenefits of leading a healthy lifestyle.			
Linking with previous lesson		Linking with next lesson	
n/a		<ul style="list-style-type: none">Learning how to move in different waysLearning the benefits of physical activity.	
Core knowledge			
<ul style="list-style-type: none">Introduction to various movements, with and without the ballThe importance of the warm-up.			
Learning activities and assessment			
<ul style="list-style-type: none">Learners do a warm-up sessionLearners walk through and bounce a ball whilst navigating their way through a zigzag courseLearners throw to one another and try to hit team members who dodge the ball as they run from 1 thrower to anotherLearners do a cool-down sessionIntroduce learners to worksheet for lesson 1.			
Forms of assessment		Resources	
<ul style="list-style-type: none">WorksheetOral/discussion.		<ul style="list-style-type: none">A whistleBallsBeacons/cones/markersA large, hard and flat surface about the size of a netball or volleyball courtWorksheets.	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none">Encourage them to play these games during break and at home.		<ul style="list-style-type: none">The activities encourage learners to try out a range of different movementsThe activities make children aware that physical activity can be fun.	

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Lesson 1: I like to move (30 minutes)

1 Outcomes

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

- Throw and bounce a ball
- Know the different types of movement – rotation, elevation and balancing activities
- Understand the importance of warming up before beginning an exercise session.

2 Teacher's corner

The aim of this lesson is to introduce learners to various movements with and without the use of a ball. Some of your learners may have advanced motor skills and we have included a variety of activities so they can also be challenged.

The warm-up is an important component of the exercise session. It plays a role in preventing injuries and prepares the body for the exercise session. Warm-up exercises should be done at an easy pace – you need to do the movements slowly. If, for example, you would like to do running during the exercise session, your warm-up exercise could be walking or a slow jog. Similarly, if your main session includes jumping and leaping, your warm-up exercise could include walking and small jumps.

See the chapter in the teacher's information guide on "The components of an exercise session" for more information.

3 Activities

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

- A whistle
- Balls – 1 ball per 4 to 6 learners (if there aren't enough balls, use bean bags)
- Beacons/cones/markers – 4 beacons per group
- A large hard, flat surface about the size of a netball or volleyball court.

Tips for lesson 1:

- Mark all the beacons before the lesson starts
- The suggested duration of each activity is only a guide and you can increase the time for an activity if the learners are enjoying themselves.

Activity 1: Warm-up (5 minutes)

Choose a warm-up session from the list of warm-up and cool-down exercises.

Activity 2: Follow a zigzag course (approximately 5 to 8 minutes)

Arrange beacons or cones in a zigzag format as shown below. You should have 6 rows. If you do not have enough beacons or markers, use bags or similar items



Arrange learners into 6 groups of equal numbers and instruct each group to line up one behind the other. Try not to have too many learners per group (not more than 10) or else they may get bored or distracted while waiting their turn – rather have an extra group.

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Once the learners are in groups, instruct them to:

- Walk and bounce the ball while navigating the zigzag course
- Walk and throw the ball up and catch it while navigating the zigzag course
- Choose their own way of moving from one side of the course to the other. Make sure that they move the ball at the same time (for example they can roll the ball while walking sideways). It may be a good idea to allow the learners to try out their ideas in a trial run first.

By the end of this game, the learners should each have had at least 3 turns.

Suggestions to vary the activity:

- Ask the learners to hop on 1 leg, while moving over the course instead of walking
- Suggest that the learners walk backwards or sideways
- Instruct them to walk 'tall' like a giraffe, or hop like a rabbit.

Activity 3: Dodge ball (8 to 10 minutes)

Make each group of learners join another, so you have 3 bigger groups.

Each group should have 1 ball.

Rules

The group will select 2 'throwers', who will stand 10 to 15 m apart (about the length of a volleyball court). Make sure there is enough space between groups.

The 2 throwers need to throw the ball to each other, but also try to hit 1 of the other team members as they run from 1 thrower to the other, dodging the ball.

If a team member gets hit by the ball, they change places with the thrower.

Activity 4: Cool-down (5 minutes)

Choose a cool-down exercise from the list of warm-up and cool-down exercises.

4 Wrap up: (3 to 5 minutes)

Explain the various movements again to the children. Use different learners to demonstrate each of the activities. Revise the importance of the warm-up exercise.

Remind them that they can play these games during break time and at home.

Introduce the worksheet for lesson 1 to the learners.



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Name: _____

Worksheet: Grade 1, lesson 1

Task 1: Have fun outside

Find pictures in a magazine of people who are walking, throwing or catching a ball, running, jumping or leaping.

Paste the pictures in the space provided.

If you can't find a picture, you can draw the activity.

A large, empty rectangular area with a light blue background, intended for students to paste pictures or draw activities related to the task.