

## Grade 8

## Lesson 1

### Lesson plan

Lesson theme	Participate in a fitness circuit	Grade	8
Duration	50 minutes	Date/week	
Context			
<ul style="list-style-type: none"><li>Physical development and movement</li><li>Movement focus: Fitness.</li></ul>			
Linking with previous lesson		Linking with next lesson	
N/a.		<ul style="list-style-type: none"><li>Learners improve their fitness levels.</li></ul>	
Core knowledge			
N/a.			
Learning activities and assessment			
<ul style="list-style-type: none"><li>Warm-up</li><li>Learners complete a fitness circuit</li><li>Cool-down</li><li>Learners set goals to improve their fitness.</li></ul>			
Forms of assessment		Resources	
<ul style="list-style-type: none"><li>Peer assessment</li><li>Checklist</li><li>See ‘Learner assessment’ in the ‘Checklist for evaluation’ at the end of the lesson.</li></ul>		<ul style="list-style-type: none"><li>Whistle</li><li>Stopwatch</li><li>Score sheets.</li></ul>	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"><li>Encourage learners to find other activities that will help them improve their overall fitness levels.</li></ul>		<ul style="list-style-type: none"><li>The activities make learners more aware of their physical fitness and ways to improve it.</li></ul>	

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### Lesson 1: Participate in a fitness circuit (50 minutes)

#### 1 Outcomes

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

- Evaluate their current fitness level through the performance of a number of activities
- Set themselves a goal for the fitness level they would like to achieve by the end of the term.

#### 2 Teacher's corner

The aim of this lesson is for learners to assess their levels of fitness and set goals to improve their overall fitness. It is recommended that you repeat this lesson at the end of the term to assess whether learners' fitness levels have improved.

##### Setting up

- Photocopy fitness score sheets in advance (see page 12). 1 copy is required for each learner. Learners must fill in their name and hand these in to you for safekeeping at the end of the lesson.
- The playing area should ideally be a field with demarcated lines, so it is easy to determine distance covered by learners when sprinting.

- The learners need to be aware of the marked distance so they can accurately record the distances their partners cover in the various activities.

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

- Whistle
- Stopwatch
- 1 copy of the fitness score sheet for each learner (see page 14).

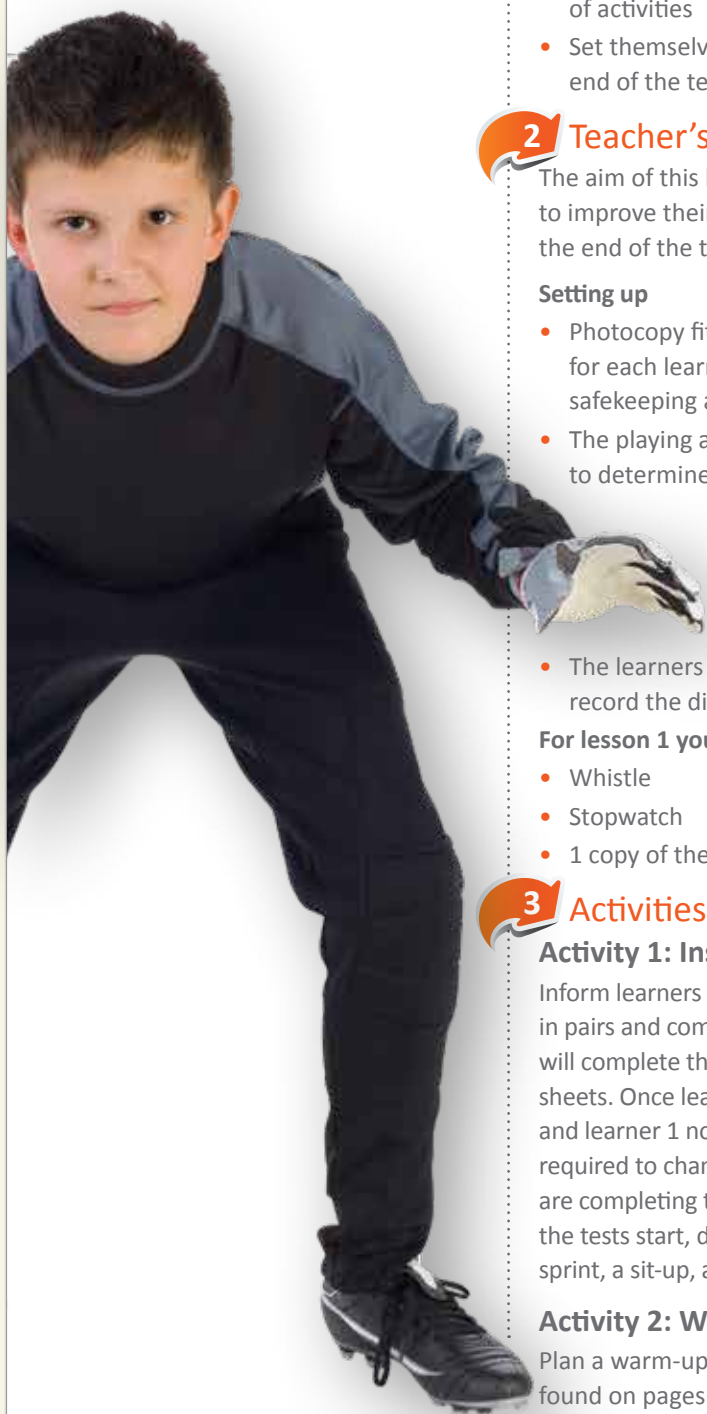
#### 3 Activities

##### Activity 1: Instruction (5 minutes)

Inform learners that during the course of the lesson they will be required to work in pairs and complete a series of fitness-related activities. Learners that go first will complete the circuit while their partners record their scores on their score sheets. Once learner 1 has completed the circuit, learner 2 will then complete it, and learner 1 now records learner 2's progress on the score sheet. The learners are required to change their fitness activity every time the whistle blows. While they are completing the activity, call out to them which activity will come next. Before the tests start, demonstrate what is meant by a tuck jump, a push-up, a high-knee sprint, a sit-up, a grapevine, alternating lunges, high-knee skipping and crunches.

##### Activity 2: Warm-up (5 minutes)

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



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### Activity 3: Fitness circuit (15 minutes per learner × 2, including preparation time)

1. Walk for 30 seconds.
2. Sprint for 30 seconds.
3. Walk briskly for 60 seconds to recover.
4. Tuck jump for height for 30 seconds (tuck knees to chest, land with knees bent).



5. Walk briskly for 60 seconds to recover.
6. Do push-ups for 30 seconds.



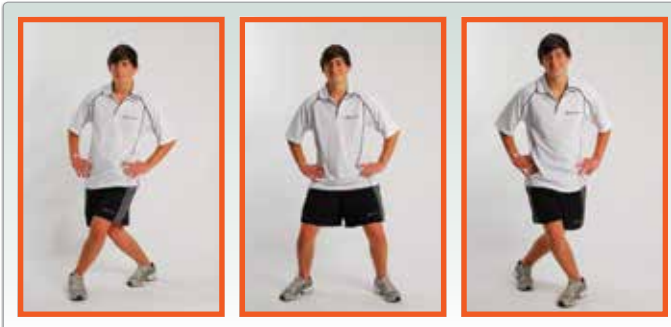
7. Walk briskly for 60 seconds.
8. High-knee sprint for 30 seconds.



9. Walk briskly for 60 seconds.
10. Sprint for 30 seconds.
11. Walk briskly for 60 seconds to recover.

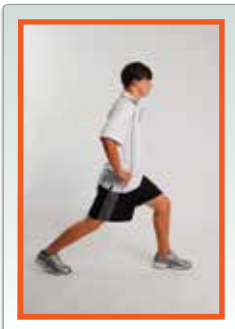
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12. Grapevine sprint for 30 seconds (keep shoulder pointing forward).



13. Walk briskly for 60 seconds.

14. Do alternating lunges for 30 seconds (make sure knees do not go over toes, and don't rush these).



15. Walk briskly for 60 seconds.

16. Do high-knee skipping for 30 seconds.



17. Walk briskly for 60 seconds.

18. Crunches for 30 seconds (don't rush these).



19. Walk for 60 seconds to cool-down.

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### Activity 4: Cool-down (5 minutes)

Plan a cool-down exercise based on the cool-down and stretching exercises found on page 8.

### Activity 5: Goal setting (5 minutes)

Learners are required to look at their fitness score sheets and set realistic goals, which include the areas and levels of fitness they would like to improve before they are assessed again at the end of the term. You should give clear guidelines on what percentage of improvement is expected by the end of the term, which will be dependent on the individual learners in the class and their personal fitness levels. Learners are encouraged to seek advice on how to improve their fitness.

### 4 Assessment

- Learners peer-assess each other's fitness levels using the fitness score sheet on page 12. This score sheet should be used for all the remaining lessons that are related to fitness, and learners should record their performance in a variety of fitness activities. Learners can calculate the actual distance completed for each activity by multiplying the number of lengths of the learning area completed by the distance of each length
- Complete the 'Learner assessment' according to the mark allocation on the table below ('Checklist for evaluation')
- Mark off participation in the lesson on the class list and complete the 'Checklist for evaluation'.

### Lesson 1: Checklist for evaluation

Activity	Question	Yes	No
Fitness circuit	<ul style="list-style-type: none"> <li>• Were the learners able to complete the fitness circuit and record their scores on their score sheets?</li> <li>• Did they perform the tuck jump correctly?</li> <li>• Did they perform the push-up correctly?</li> <li>• Did they perform the high-knee sprint correctly?</li> <li>• Did they perform the sit-up correctly?</li> <li>• Did they perform a grapevine correctly?</li> <li>• Did they perform the alternating lunges correctly?</li> <li>• Did they perform high-knee skipping correctly?</li> <li>• Did they perform crunches correctly?</li> </ul>		
Teacher reflection	<ul style="list-style-type: none"> <li>• Did the activities make learners more aware of their physical fitness and ways to improve it?</li> <li>• If you had to repeat the lesson, what improvements would you make to it?</li> <li>• Was the time allocation for each activity too long, just right or too short?</li> </ul>		
Learner assessment	<ul style="list-style-type: none"> <li>• Completed the circuit and worked very hard (9 to 10 marks)</li> <li>• Completed the circuit and worked quite hard (6 to 8 marks)</li> <li>• Completed the circuit but did not work too hard (3 to 5 marks)</li> <li>• Did not complete the circuit (0 to 2 marks).</li> </ul>		

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Fitness score sheet									
Learner						Class			
Date	Sprint distance (number of lengths)	Number of tuck jumps	Number of push-ups	High-knee sprint distance (number of lengths)	Sprint (2) distance (number of lengths)	Grapevine distance (number of lengths)	Alternating lunges distance (number of lengths)	High-knee skipping distance (number of lengths)	Number of crunches
Goals set									
Reassessment									