

Grade 9

Lesson 3

Lesson plan

Lesson theme	Exploring pyramiding techniques	Grade	9
Duration	50 minutes	Date/week	
Context			
- Physical development and movement - Movement focus: Fitness			
Linking with previous and next lesson			
Learners improve their fitness levels.			
Core knowledge			
N/a.			
Learning activities and assessment			
- Warm-up - Learners learn about and practise a series of balances and counterbalances - They then plan and perform a movement sequence, which includes balances, counterbalances, rotation and jumping - Cool-down.			
Forms of assessment		Resources	
- Checklist - See 'Learner assessment' in the 'Checklist for evaluation' at the end of the lesson.		Photocopies of rating tables.	
Expanded opportunities		Teacher reflection	
Explain to learners the importance of developing techniques of rotation, balance and elevation, and encourage them to participate in other activities that will develop their techniques.		The activities help learners develop important skills and improve techniques of rotation, balance and elevation.	

Grade 9

Lesson 3: Exploring pyramiding techniques (50 minutes)

1 Outcomes

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

- Describe how to build a pyramid safely
- Practise single and pair balancing and gripping
- Plan and perform a short pyramid sequence.

2 Teacher's corner

Setting up

This lesson can be repeated in 6 weeks, or at the end of the term, to assess whether learners' fitness levels have improved.

- Familiarise yourself with documentation on single performer balances, counterbalances and grips used in pyramiding
- The activities need to be done on grass or a floor with mats
- Photocopy sufficient rating tables per group (see page 47) so that learners are familiar with the means of assessment when designing their movement sequence.

For lesson 3 you'll need the following equipment:

- Photocopies of rating tables.

3 Activities

Activity 1: Safety discussion (5 minutes)

Pose a series of questions regarding safety in pyramiding to the class, inviting them to share their responses so as to form a basis for a class discussion.

Questions could include:

- What is the most suitable clothing for pyramiding?
- Should learners wear jewellery when pyramiding?
- When building a human pyramid, the team will need a strong foundation; why?
- How can you safeguard your back from injury when pyramiding?
- What is a centre of gravity? Why is having a low centre of gravity important for pyramiding?
- What is a spotter? Why is a spotter necessary when pyramiding?
- What other safety precautions do you think should be taken when building human pyramids?

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.

Activity 3: Stork challenge (5 minutes)

- All learners in the class are required to stand on 1 leg until they lose their balance and have to put their leg down
- Once the learner puts her foot on the floor, she must sit down
- The challenge is to see which learner remains standing the longest.

Grade 9

Activity 1: Safety discussion (5 minutes)

- Demonstrate to learners the various single performer balances that can be used when building human pyramids
- Allow learners time to practise the various balances demonstrated and to create their own ones.

Activity 5: Counterbalances (10 minutes)

- Demonstrate to learners the various counterbalances that can be used when building human pyramids
- Divide the class into groups of 2 or 3 learners
- Allow groups time to practise the various balances demonstrated and to create their own ones.

Activity 6: Short movement sequence instruction (5 minutes)

- Learners remain in their groups
- Groups are required to plan a short movement sequence of about 2 minutes in duration, which includes elements of single balances, counterbalances, rotation and jumping
- The rating table used to assess their movement sequence can be found on page 47 and should be made available to learners at this point.

Activity 7: Plan and practise a short movement sequence (10 minutes)

- Learners are given 10 minutes to plan and practice a movement sequence
- The sequence will be performed and assessed during the lesson.

Activity 8: Cool-down (5 minutes)

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

4 Assessment

- Rating tables found on the next page are used to evaluate movement performances
- Mark off participation in lesson and use the 'Checklist for evaluation' on page 48.



Grade 9

Names of learners in group:

	Rating table for movement performance					
	1 to 2	3 to 4	5 to 6	7 to 8	9	10
Planning	Little if any evidence	Poor	Average	Good	Very good	Excellent
Single balances	Little if any evidence	Poor	Average	Good	Very good	Excellent
Counterbalances	Little if any evidence	Poor	Average	Good	Very good	Excellent
Attractive and graceful arm movements	Little if any evidence	Poor	Average	Good	Very good	Excellent
Jumping	Little if any evidence	Poor	Average	Good	Very good	Excellent
Movement sequence flowed nicely	Little if any evidence	Poor	Average	Good	Very good	Excellent
Could hold balance for 3 seconds	Little if any evidence	Poor	Average	Good	Very good	Excellent
Group dynamics	Some learners deliberately excluded from exercise; learners openly critical of each other in a destructive manner.	Some learners excluded from exercise.	All learners participated actively in exercise.	All learners participated actively in exercise, with some vocal encouragement from peers.	All learners participated well in exercise, supporting and encouraging each other vocally.	All learners participated well in exercise, supporting and encouraging each other vocally and physically.

Grade 9

Lesson 3: Checklist for evaluation

Activity	Question	Yes	No
Stork challenge	Were learners able to compete against each other by balancing on 1 leg?		
Single performer balances	Did they manage to practise the various balances demonstrated and create their own ones?		
Counterbalances	Did they manage to practise the various counterbalances demonstrated and create their own ones?		
Plan and practise a short movement sequence	Did they manage to work in their groups to plan and practice a short movement sequence that included elements of single balances, counterbalances, rotation and jumping?		
Teacher reflection	Do you think the activities helped learners develop important skills and improve their techniques of rotation, balance and elevation?		
	If you had to repeat the lesson, what improvements would you make to it?		
Learner assessment	Look at the score sheet on page 44 and assign the relevant marks to the learners depending on the score they obtained. Add up the scores and divide by 6 to obtain an average mark for the lesson.		