### Lesson plan

<table>
<thead>
<tr>
<th>Lesson theme</th>
<th>Exploring pyramiding techniques</th>
<th>Grade</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>50 minutes</td>
<td>Date/week</td>
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</tbody>
</table>

**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**
- Checklist
- See ‘Learner assessment’ in the ‘Checklist for evaluation’ at the end of the lesson.

**Resources**
- Photocopies of rating tables.

**Expanded opportunities**
- 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.

**Teacher reflection**
- The activities help learners develop important skills and improve techniques of rotation, balance and elevation.
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.

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.

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**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:

<table>
<thead>
<tr>
<th>Rating table for movement performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 to 2</strong></td>
</tr>
<tr>
<td>Planning</td>
</tr>
<tr>
<td>Single balances</td>
</tr>
<tr>
<td>Counterbalances</td>
</tr>
<tr>
<td>Attractive and graceful arm movements</td>
</tr>
<tr>
<td>Jumping</td>
</tr>
<tr>
<td>Movement sequence flowed nicely</td>
</tr>
<tr>
<td>Could hold balance for 3 seconds</td>
</tr>
<tr>
<td>Group dynamics</td>
</tr>
</tbody>
</table>
# Lesson 3: Checklist for evaluation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stork challenge</td>
<td>Were learners able to compete against each other by balancing on 1 leg?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single performer balances</td>
<td>Did they manage to practise the various balances demonstrated and create their own ones?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counterbalances</td>
<td>Did they manage to practise the various counterbalances demonstrated and create their own ones?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan and practise a short movement sequence</td>
<td>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?</td>
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</tr>
<tr>
<td>Teacher reflection</td>
<td>Do you think the activities helped learners develop important skills and improve their techniques of rotation, balance and elevation?</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>If you had to repeat the lesson, what improvements would you make to it?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learner assessment</td>
<td>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.</td>
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