

Grade 9

Lesson 4

Lesson plan

Lesson theme	Play a game of simple touch	Grade	9
Duration	50 minutes	Date/week	
Context			
<ul style="list-style-type: none"> Physical development and movement Movement focus: Sports and games 			
Linking with previous and next lesson			
<ul style="list-style-type: none"> Learners develop sports skills and improve their fitness levels. 			
Core knowledge			
<ul style="list-style-type: none"> Know how to play tag Know how to play touch rugby. 			
Learning activities and assessment			
<ul style="list-style-type: none"> Warm-up Learners play tag and then touch rugby Cool-down. 			
Forms of assessment		Resources	
<ul style="list-style-type: none"> Checklist See 'Learner assessment' in the 'Checklist for evaluation' at the end of the lesson. 		<ul style="list-style-type: none"> A number of rugby balls (preferably 1 for every 16 learners) A whistle. 	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"> Explain to learners the benefits of playing touch rugby and encourage them to play it at home with friends and family. 		<ul style="list-style-type: none"> The activities show learners that getting physically fit and active can be lots of fun. 	

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Lesson 4: Play a game of simple touch (50 minutes)

1 Outcomes

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

- Participate in a game of simple tag
- Participate in a game of simple touch rugby.

2 Teacher's corner

Setting up

- Set up several playing areas (according to the size of the class), each approximately the size of half a rugby field.

For lesson 4 you'll need the following equipment:

- A number of rugby balls (preferably 1 for every 16 learners)
- A whistle.

3 Activities

Activity 1: 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 2: Play tag (10 minutes)

1. Divide the class into groups of approximately 10 learners.
2. Assign each group to half a playing area.
3. Select 1 learner to be 'It'
4. This learner must attempt to tag another learner by touching them and yelling 'Tag'.
5. The learner that has just been tagged, becomes the new 'It' and the process repeats itself.
6. Continue the game for approximately 10 minutes so that all learners are active.

Activity 3: Simple touch rules information (5 minutes)

1. Divide the class into groups of approximately 8 learners.
2. Assign 2 groups of learners to a playing area approximately the size of half a rugby field.
3. Assign each group a goal scoring line (at opposite ends of the playing area).
4. These 2 groups will play simple touch against each other.
5. Select 1 team to start play and give them a ball.
6. Learners may pass the ball in any direction they wish (forward passes are allowed).
7. When a player in possession of the ball is 'touched', they must place the ball on the ground so that another team mate can come and pick it up and resume play.
8. After a team has been touched 3 times, possession of the ball passes to the opposition team.
9. The object of the game is to score as many tries as possible.
10. In order to perform a touch, they must touch any part of another player's body below shoulder height and shout 'touch'. They are not allowed to tackle each other.
11. The team that scores the most number of tries wins the game.



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Activity 4: Play simple touch (20 minutes)

Learners play touch for 20 minutes. This could be divided into 2 periods of 8 or 9 minutes, which gives learners a half-time break of about 2 to 4 minutes during which time they can get a drink and have a team talk.

Activity 5: Cool-down (10 minutes)

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



4 Assessment

- 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 4: Checklist for evaluation

Activity	Question	Yes	No
Play tag	<ul style="list-style-type: none"> Did the learners manage to play a simple game of tag? 		
Touch rugby	<ul style="list-style-type: none"> Did the learners manage to play a simple game of touch rugby and score as many tries as possible? 		
Teacher reflection	<ul style="list-style-type: none"> Do you think the activities showed learners that getting physically fit and active can be lots of fun? 		
	<ul style="list-style-type: none"> If you had to repeat the lesson, what improvements would you make to it? 		
Learner assessment	<ul style="list-style-type: none"> Exceptional level of skill – movements always produce the desired outcome (8 to 10 marks) Efficient, effective and appropriate – movements mostly produce the correct desired outcome (5 to 7 marks) Requires further attention and refinement – lapses in movements which do not always produce the desired outcome (3 to 4 marks) Very clumsy and/or ineffective – movements do not produce the desired outcome at all (0 to 2 marks) 		