

## Grade 9

## Lesson 5

### Lesson plan

Lesson theme	Modify and evaluate an existing game plan	Grade	9
Duration	50 minutes	Date/week	
Context			
<ul style="list-style-type: none"><li>Physical development and movement</li><li>Movement focus: Sports and games</li></ul>			
Linking with previous lesson		Linking with next lesson	
<ul style="list-style-type: none"><li>Learners develop sports skills and improve their fitness levels.</li></ul>		N/a.	
Core knowledge			
N/a.			
Learning activities and assessment			
<ul style="list-style-type: none"><li>Warm-up</li><li>Learners modify an existing game, which is then played by their classmates</li><li>They then evaluate the game plan which their group executed</li><li>Cool-down.</li></ul>			
Forms of assessment		Resources	
<ul style="list-style-type: none"><li>Evaluation of learners' feedback and assessment sheets</li><li>See 'Learner assessment' in the 'Checklist for evaluation' at the end of the lesson</li><li>Checklist.</li></ul>		<ul style="list-style-type: none"><li>Pens and other writing equipment</li><li>Paper</li><li>List of available equipment</li><li>Equipment from Physical Education Department</li><li>A list of this equipment.</li></ul>	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"><li>Encourage learners to use their creativity and develop other games they can play to improve their overall fitness levels.</li></ul>		<ul style="list-style-type: none"><li>The activities encourage creativity and show learners fun new ways to get fit and active.</li></ul>	

## Grade 9

### Lesson five: Modify and evaluate an existing game (50 minutes)

#### 1 Outcomes

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

- Modify an existing game to be played in a Physical Education lesson
- Include officiating rules
- Include administrative skills
- Evaluate a game plan of a group of peers.

#### 2 Teacher's corner

##### Setting up

- Create a list of equipment available to the learners from the Physical Education Department of your school, so that they know what they can use in their game
- Make all this equipment available to learners in the lesson
- Include in this list a reminder of the learning areas available to learners for them to carry out their games
- Provide learners with a range of existing game plans, or team or individual sports, which they can modify.

##### For lesson 3 you'll need the following equipment:

- All equipment itemised in the above mentioned list
- Pens and other writing equipment
- Paper
- List of available equipment.

#### 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: Modification and practice of game plan (15 minutes)

1. Divide the class into groups of 5 learners.
2. Each group of learners is required to design a game that is to be played by their classmates.
3. Remind learners of the restrictions in terms of playing area and available equipment.
4. The game needs to have:
  - A creative name
  - A detailed description of the equipment required to play the game
  - A detailed explanation of the objectives of the game and how a team/individual can win
  - 'An idiot's guide' to playing the game.
5. To ensure that their game is successful, learners are encouraged to spend the lesson engaging in any physical activity that the game may require.
6. Each group of learners is responsible for officiating their own game when it is played.

## Grade 9

### Activity 3: Execution of game plans (20 minutes)

1. Hand out an assessment sheet to each group.
2. Pair groups together according to how many learners are needed to execute their game plan.
3. Tell the learners that they need to explain their game plan to the other group with whom they have been paired, and that the group to whom they are presenting must assess their game plan and make recommendations.
4. The paired groups then play the game following the instructions outlined by the group that created the modified game plan. This should last for about 5 to 10 minutes, depending on the number of game plans that need to be executed.
5. Groups swap over so that all groups' games are played by another group in this 20-minute period.

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

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

### Activity five: Evaluation (5 minutes)

Each group of learners is required to complete the 'Group feedback and assessment sheet' (see page 55) and submit this to you by the end of the lesson.



### 4 Assessment

- Learners use the 'Group assessment and feedback sheet' found on the next page to evaluate team performance
- Mark off participation in lesson on the class list and use the 'Checklist for evaluation' below.

### Lesson 5: Checklist for evaluation

Activity	Question	Yes	No
Modification and practise of game plan	<ul style="list-style-type: none"> <li>• Were the learners able to work together to design a game plan?</li> <li>• Did the learners engage in the physical activity their game required in order to ensure its success?</li> </ul>		
Execution of game plans	<ul style="list-style-type: none"> <li>• Did they provide good explanations of their game plans to the groups with whom they were paired?</li> <li>• Did the groups that were presented with the game plans assess them and make recommendations?</li> <li>• Did the paired groups play the games following the instructions outlined by the groups that created the game?</li> </ul>		
Evaluation	<ul style="list-style-type: none"> <li>• Did the groups put in effort when completing the feedback and assessment sheet?</li> </ul>		
Teacher reflection	<ul style="list-style-type: none"> <li>• Do you think the activities encouraged creativity and showed learners fun new ways to get physically fit and active?</li> </ul>		
	<ul style="list-style-type: none"> <li>• If you had to repeat the lesson, what improvements would you make to it?</li> </ul>		
Learner assessment	<ul style="list-style-type: none"> <li>• Assign the appropriate mark for the effort applied in completing the 'Group assessment feedback sheet' (page 55) for each group.</li> </ul>		

## Grade 9

## Lesson 5: Evaluation of game plan

### Group assessment and feedback sheet

Answer the questions below to evaluate the success of the game plan which your group executed.

Name of game:	
What worked well?	
Why did it work well?	
Why didn't it work so well?	
What changes would you make to this game to make it more effective?	
Which instructions were unclear?	

	1 to 2	3 to 4	5 to 6	7 to 8	9	10
Effort applied in completing feedback and assessment sheet	Superficial/weak	Below average	Average	Good/clear	Very good	Thorough/excellent

Discovery has endeavoured to ensure that all the information contained in the lesson plans and supporting literature is accurate and based on credible clinical and scientific research. Discovery cannot however, be held responsible for any injury, loss or damages that may result from reliance on the information, and by utilising the information the user specifically waives any claim it may have against Discovery in this regard. Users are advised that each individual has their own unique clinical make-up and while the lesson plans were designed with all individuals in mind, some may respond differently to others. Users are therefore advised to take due caution when participating in any of the activities recommended.