

Grade 9

Lesson 6

Lesson plan

Lesson theme	Wombat ball	Grade	9
Duration	40 minutes	Date/week	
Context			
<ul style="list-style-type: none">Health promotionPhysical development and movement.			
Linking with previous lesson		Linking with next lesson	
N/a.		<ul style="list-style-type: none">Learners find new ways to improve their physical activity and fitness levels.	
Core knowledge			
<ul style="list-style-type: none">Know the components of the South African Youth Fitness CharterUnderstand the 3 main health risk factors: tobacco use, poor diet and physical inactivityKnow the rules of wombat ball.			
Learning activities and assessment			
<ul style="list-style-type: none">Learners discuss the South African Youth Fitness Charter and the role of physical activity in the prevention and treatment of diseases of lifestyleWarm-upLearners play wombat ballCool-downThey then complete the worksheet for lesson 1.			
Forms of assessment		Resources	For wombat ball
<ul style="list-style-type: none">See “Learner assessment” in the “Checklist for evaluation” at the end of the lesson.		<ul style="list-style-type: none">Music system and CD.	<ul style="list-style-type: none">5 bases1 wombat (see lesson plan)1 volley ball (or similar ball)1 safety coneA copy of the Youth Fitness Charter.
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none">Encourage learners to play games like wombat ball with their friends and family.		<ul style="list-style-type: none">The activities make learners more aware of their physical fitness, health and wellness and ways to improve them.Playing games like wombat ball helps improve learners’ coordination and cardiovascular fitness.	

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Lesson 6: Wombat ball (40 minutes)

1 Outcomes

By the end of lesson 1 the learners should be able to:

- Discuss how physical activity promotes health
- Discuss the role of physical activity in the prevention and treatment of diseases of lifestyle
- Know the components of the South African Youth Fitness Charter.

2 Teacher's corner

We have included a copy of the Youth Fitness Charter in this lesson plan. Use the Charter to help you start this lesson by saying that access to physical activity is a right and not a privilege.

Encourage debate in the class about issues that arise within the Charter. For example, discuss what protection means. It includes protecting children from being forced to take performance enhancing drugs by their coaches to make them stronger or reach a certain weight, or to lose weight, or to compete in an inappropriate age group.

A. The Youth Fitness Charter

Preamble

The children and youth of South Africa are our future. This Charter aims to contribute to nation building, to enhance the general wellbeing and to improve the quality of life of all young South Africans by ensuring the following:

- All South African children and youth have the right to be physically active
- Opportunities and facilities to participate in physical activity, sport and play should be equally accessible and available to all
- Children and youth are active participants in promoting participation in physical activity, sport and play
- The diversity of South African children and youth is recognised and embraced
- The successful promotion of this message is achieved through partnerships among parents, sporting organisations, local, provincial and national government, non-government and non-profit organisations, higher education institutions, clubs, schools, faith-based organisations, the youth sector, the private sector and other role players.

Aligned with the South African Constitution, this Charter has been developed for all South Africans and should be adopted by all South Africans to improve the quality of life for all citizens and free the potential of each person. Physical activity, sport and play are meaningful channels through which South Africa can embrace its people and achieve this goal.



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Article 1: Fundamentals – All South African children and youth have a fundamental right to participate in physical activity, sport and play.

Article 2: Diversity and nation building – Physical activity, sport and play can assist in nation building and in overcoming barriers to integration and the de-racialisation of our society.

Article 3: Wellbeing – Physical activity, sport and play form an essential element of integrated development and growth, leading to lifelong positive lifestyles.

Article 4: Health – All children and youth should be encouraged to participate in physical activity, sport and play to improve physical fitness and to prevent chronic diseases of lifestyle through optimal nutritional choices, by developing appropriate knowledge and life skills and engaging in health promoting behaviour.

Article 5: Partnerships – Parents, sporting organisations, local, provincial and national government, non-government and non-profit organisations, higher education institutions, clubs, schools, faith-based organisations, the youth sector, the private sector and other key role players (collectively referred to hereafter as 'key role players') should work together to provide opportunities for children and youth to participate safely in physical activity, sport and play.

Article 6: Education and training – The education system should assume responsibility for the provision of appropriate formal movement education programmes, physical activity, sport programmes and play for all children and youth in safe and healthy environments.

Article 7: Facilities and infrastructure – Government, in partnership with the youth sector, the private sector, communities and key role players should provide a sustainable infrastructure that includes safe access, facilities, equipment and, where appropriate, transport for all children and youth.

Article 8: Protection – National Sporting Federations and regulating bodies should provide guidelines for key role players to support the delivery of programmes that have a positive impact on the physical, mental, social and emotional wellbeing of all children and youth. These guidelines should address the protection of children and youth participating in organised physical activity and sport at all levels, including those performing at an elite level.

Article 9: Media – Recognising the value of communication, all media should strive to become a positive influence on participation of children and youth in physical activity, sport and play.

Article 10: Research – Research should inform the decision-making processes surrounding the provision of facilities, equipment and development of appropriate physical activity, sport and play guidelines and programmes for all children and youth.

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B. 3 main health risk factors

3 risk factors: tobacco use, poor diet and physical inactivity contribute to the FOUR major chronic diseases – heart disease, type 2 diabetes, lung disease and certain cancers, which are responsible for more than 50% of the deaths in the world.

3 FOUR 50 is a nice way to explain to the learners how health risk factors cause chronic diseases, which lead to 50% of deaths world wide. 3 FOUR 50 is a concept developed by the Oxford Health Alliance. Visit www.oxha.org to find out more.

Increasing South Africans' levels of physical activity will improve their health and reduce the burden of disease and associated medical costs. You can find additional information on the benefits of physical activity in your teacher's information guide.

3 Activities

For lesson 1 you'll need the following equipment:

- Music system and CDs
- For activity 2: Wombat ball: 5 bases, 1 wombat (a towel rolled up tightly in a cone shape and taped with masking tape or cellotape – a big towel works very well), 1 volley ball (or similar ball), 1 safety cone to mark the batter box or start of the batting line.
- A copy of the Youth Fitness Charter.

Activity 1: Theory (10 minutes)

Activity 1 is a discussion session and can take place on the field or in the classroom.

- Discuss the South African Youth Fitness Charter with the learners.
- Encourage debate in the class about issues that arise from the Charter.
- Discuss the role of physical activity in the prevention and treatment of diseases of lifestyle.
- Discuss how different cultural beliefs could influence regular physical activity.
- Discuss how the rules of wombat ball differ to baseball and the impact that this could have on how many players participate in the game.

Activity 1 could be a lesson on its own, especially if you would prefer to have wombat ball as a separate lesson.

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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1. The runner

- There is no sliding for safety reasons.
- The runner may not start running before the batter hits the ball.
- Runners must touch the base again on all fly balls. This means that if the batter is caught out, the runners can still be run out if they are not on a base.
- The runner is out if he or she gets hit by a ball (that's been hit by the batter) while off the base or running.
- If a fielder throws a ball and it is not collected by a team mate and it goes out of the V, all runners move 1 base.
- Runners must use the safety base to run through first base.

2. The team

- The rest of the team must be behind the safety cone while a player is batting. Place the safety cone behind the batter, and to the left, in a place where the ball is not likely to be hit.
- The fielding team swaps to go and field after 3 players are out, or once they have scored 5 runs. A team may score only 5 runs per innings unless they are behind by more than 5 runs. In that case, they can score as many runs as needed to go ahead by 1 run. This keeps the game much more interesting and fun.
- Restrict the game to no more than 3 innings per team. If you want to play wombat ball over a full lesson, you can have more innings.

The fielding team

- The fielder at first base may not use the batter's side of the safety base to get an out – the first base fielder must keep to his or her side of the base.
- A fielder may not block a runner or stand in the way if that fielder does not have the ball – in this case, the runner has right of way.
- A fielder may not throw the ball at a runner to get him or her out.
- If you cannot see if a learner should be given out or not, the fielding team must make the call. Encourage them before the game to be honest – both teams will have a chance to field and make calls.

Ensure that you are familiar with the rules of wombat ball before the lesson and that you have tried it with a group of family, friends or colleagues!

Activity 1: Cool-down (3 to 5 minutes)

Plan a cool-down exercise based on the cool-down and stretching exercises found on page 6.

4 Wrap up (5 minutes)

Tell the learners that lesson 1 is about improving their coordination skills and that wombat ball and similar games also improve their cardiovascular fitness.

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Lesson 6: Checklist for evaluation

Activity	Question	Yes	No
Wombat ball	<ul style="list-style-type: none">Do learners understand how physical activity promotes health?Can learners explain the role physical activity plays in the prevention and treatment of diseases of lifestyle?Can learners list the components of the South African Youth Fitness Charter?		
Teacher reflection	<ul style="list-style-type: none">Do you think this activity has made learners more aware of their physical fitness, health and wellness and ways to improve them? <p>If you had to repeat the lesson, what improvements would you make to it?</p>		
Learner assessment	<ul style="list-style-type: none">Learner completed the entire worksheet with few mistakes in an attractive manner (8 to 10 marks)Learner completed the worksheet in an attractive manner with few mistakes (5 to 7 marks)Learner completed the worksheet with a lot of mistakes in an unattractive manner (2 to 4 marks)Learner did not complete worksheet (0 marks).		

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Name: _____

Worksheet: Grade 9, lesson 6

Task 1: Exercise as medicine

Write a short paragraph in the space provided below on the role of physical activity in the prevention and treatment of disease.

Task 2: Design a container

Exercise has been described as medicine, where taking your daily dose of physical activity is similar to taking a tablet or pill.

Note, you must not stop taking any medication – for example, for diabetes, high blood pressure or any disease – if the doctor has prescribed it for you.

The recommended physical activity dose is 30 minutes per day, on at least 5 days a week for adults.

The recommendation for children is to do 60 minutes of moderate to vigorous-intensity activities a day.

Design a box for this amazing medicine: 'physical activity'.

You can make up a name for your medicine.

The box should include information on the dose.

Design the paper insert, which includes precautions and side effects. Be as creative as possible, but try to keep it accurate.