

Grade 9

Lesson 8

Lesson plan

Lesson theme	Play frisbee challenge	Grade	9
Duration	40 minutes	Date/week	
Context			
<ul style="list-style-type: none"> Physical development and movement. 			
Linking with previous lesson		Linking with next lesson	
<ul style="list-style-type: none"> Learners find new ways to increase their physical activity and fitness levels. 		<ul style="list-style-type: none"> Learners look at factors that influence a healthy lifestyle. 	
Core knowledge			
<ul style="list-style-type: none"> Know the rules of frisbee challenge. 			
Learning activities and assessment			
<ul style="list-style-type: none"> Warm-up Learners play a game of frisbee challenge Learners introduce their own rules to the game to increase participation Cool-down Learners discuss how the rule changes influenced the game, and then complete the worksheet for lesson 3. 			
Forms of assessment		Resources	
<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"> Large playing area Frisbees Markers or cones. 	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none"> Encourage learners to adapt other games so that more of their friends can participate. 		<ul style="list-style-type: none"> The activity shows learners new ways to get physically active and fit. 	

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Lesson 8: Play frisbee challenge (40 minutes)

1 Outcomes

By the end of lesson 3 the learners should be able to:

- Understand and explain how variations in the rules of a game can influence the game. In particular, they should be able to discuss how to adapt rules to increase participation
- Understand and evaluate environmental factors that could influence neighbourhood and school-based physical activity.

2 Teacher's corner

The first half of the lesson will explore a game and how changing the rules can influence it. You can use any physical activity or game; the frisbee challenge is just an example. You can see the games rule book from Sport Recreation South Africa (SRSA) on www.srsa.gov.za

3 Activities

For lesson 3 you'll need the following equipment:

- Large playing area about the size of a soccer field
- Frisbees
- Markers or cones for end lines in the frisbee challenge.

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: Frisbee challenge (20 minutes)

The rules

You should spend the first 5 minutes of this activity explaining the rules. The game is a combination of netball and soccer. The aim of each team is to throw the frisbee over the goal line. The team members must pass the frisbee to each other to get to the goal line. The team not in possession of the frisbee must try to intercept passes to gain possession of the frisbee.

- Start the game at the centre of the field and allow the learners to choose how to position themselves to get to their goal-line quickest
- The learners must throw the frisbee to each other, aiming to get it over the goal-line. The goal line should be a small area, the size of soccer goals
- Once a person catches the frisbee, they must stop running and throw it before they are allowed to move again
- A learner may not take more than 1 step while holding the frisbee, and that step can only be a throwing stride
- Once the team reaches the goal-line and scores, all the players move to the centre of the field and the other team starts with possession of the frisbee
- The opposing team will start play by throwing the frisbee.

Divide the learners into 4 groups to have 2 games running at the same time.

Ensure that you have a second referee, if you feel that the teams will not be able to self-referee.

For activity part 2, the learners need to introduce their own rules to increase the number of learners who can participate in the activity.



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Additional rules could include:

- Make the goal-line area smaller by adding a height restriction (the learners have to throw the frisbee through a smaller space to score)
- Each team must complete at least 5 passes before they're allowed to score
- A learner may not have the frisbee for longer than 3 seconds before passing it
- No learner may score more than once. Each score must be made by a different team member.

Activity part 1 (10 minutes)

Divide the soccer field into 2, 1 half per game. Let the teams play against each other, using the original rules described above.

Activity part 2 (15 minutes)

- Stop the game and have each team choose 2 new rules to increase participation (5 minutes)
- Play should resume using the new rules (10 minutes).

Activity 3: Cool-down (5 minutes)

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

4 Wrap up (5 minutes)

Discuss how a rule change or 2 influenced the frisbee game.

Hand out the worksheet for the homework activity and brief the learners.

If there is time, the learners can start filling in the worksheet and complete the rest as homework.

Lesson 8: Checklist for evaluation

Activity	Question	Yes	No
School environment	<ul style="list-style-type: none"> • Can learners explain how variations in the rules of a game can influence the game? • Can learners evaluate environmental factors that could influence neighbourhood and school-based physical activity? 		
Teacher reflection	<ul style="list-style-type: none"> • Do you think this activity has shown learners new ways to get physically active and fit? <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 no elements missing (8 to 10 marks) • Learner completed the worksheet with few elements missing (5 to 7 marks) • Learner completed the worksheet with a lot of elements missing (2 to 4 marks) • Learner did not complete worksheet (0 marks). 		

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Name: _____

Worksheet: Grade 9, lesson 8

Task 1: Walkability

Draw a relatively detailed map of your neighbourhood.

Include and mark the distance between your house and the following:

- Your best friend's house
- School
- The nearest shop
- The shopping mall
- The nearest railway station/bus stop/taxi rank
- The nearest restaurant or fast food outlet.

Your map should have your house at the centre, with all the other areas marked so that you have a radius for each location from your house.

Task 2: Interview

List these locations (you can add some more if you like) in a table.

Interview the members of your household. Ask them how they travel from their house to each of these locations.

- Your best friend's house
- School
- The nearest shop
- The shopping mall
- The nearest railway station/bus stop/taxi rank
- The nearest restaurant or fast food outlet.

Location	How your household members travel there