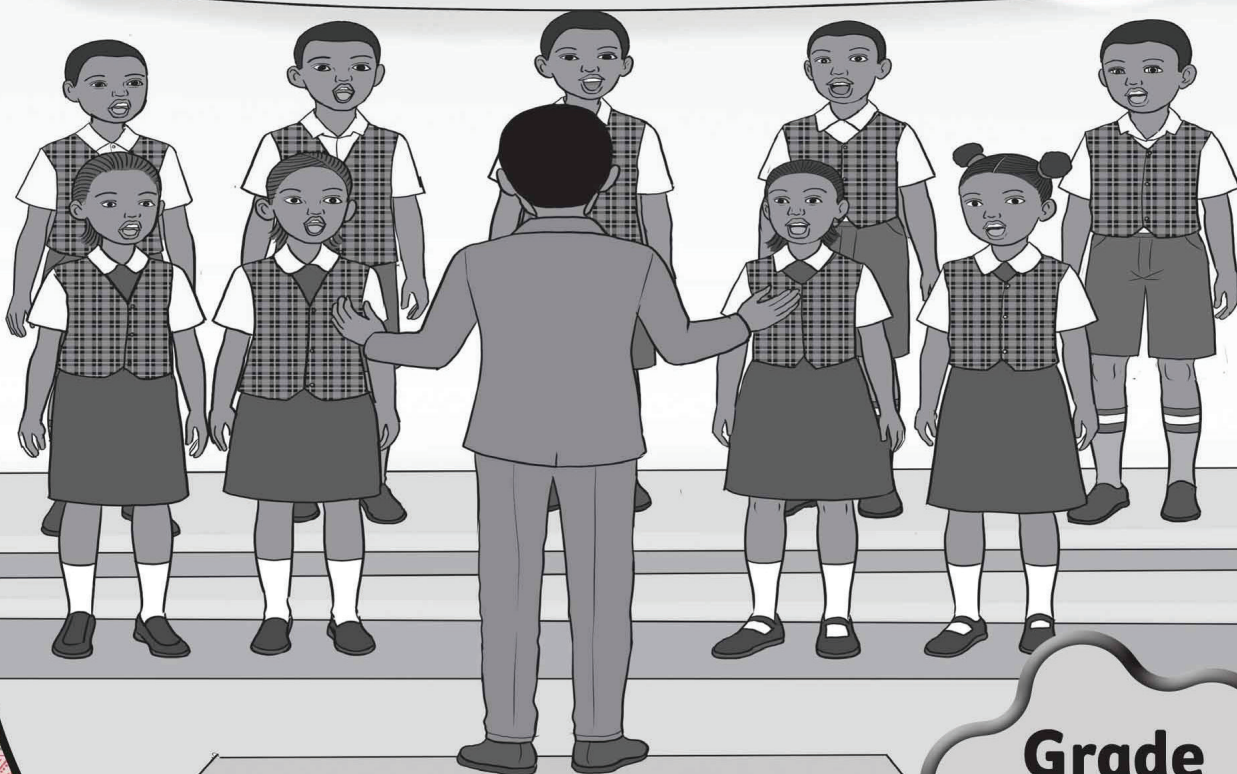


Physical Education and Arts



Naph Choral Competition



Grade
5

PlusOne

Physical Education and Arts

Teacher's Guide



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Introduction

The **PlusOne Physical Education and Arts Grade 5 Teacher's Guide** is a detailed book that assists the facilitator in delivering effective lessons. This book offers valuable guidelines on how to use the PlusOne Physical Education and Arts Grade 5 Learner's Book.

Physical Education and Arts promotes the development of psychomotor skills and techniques as well as ensuring that learners develop physically, mentally, socially, emotionally and morally. Furthermore, learners gain aesthetic awareness.

The subject has the following topics:

- 1 Safety and health
- 2 Human body
- 3 History of arts
- 4 Gymnastics
- 5 Sport and game skills
- 6 The creative process and performance
- 7 Aesthetic values and appreciation
- 8 Physical Education, Sport and Arts technology

Methodology and time allocation

Some of the inclusive learner centered and multisensory methods and approaches that can be used to learn Physical Education and Arts at junior level are suggested below. The principles of individualisation, concreteness, unification and stimulation should enhance implementation of these methods. The methods suggested below overlap and are mutually supportive but not exhaustive. They enhance a natural exploration process.

N.B. Engagement of resource persons is encouraged.

- Animation
- Notation
- Storytelling
- Games
- Simulation
- Role play
- Field trip
- Educational tour
- Gallery walks
- Quizzes, poems and rhymes
- Discovery and guided discovery
- Testing and Measurement
- Practice
- Problem-solving
- Experimentation
- Command
- Demonstration
- Tasks
- Virtual learning

To cover the content adequately, Physical Education and Arts Grade 5 should be allocated ten thirty-minute lessons per week.

Subject-specific aims

The syllabus aims to enable learners to:

- make informed decisions on safety, health and well-being.
- develop literacy, team building, confidence, self-esteem, enjoyment for edutainment, and psychomotor skills.
- appreciate aesthetics in artistic expressions, heritage and diverse cultural values embedded in Physical Education and Arts.
- foster collective spirit based on Zimbabwean norms and values (*Ubuntu/Unhu/Vumunhu*).
- demonstrate an understanding of the elements and principles that govern the creation of artworks.
- acquire knowledge to become appreciative and informed participants or spectators in a wide range of activities.
- create and express feelings through Physical Education and Arts activities.
- use technology in Physical Education and Arts innovations and enterprise skills.

Pedagogical approaches

These include the approaches, methods, strategies, appropriate relevant teaching, and learning resources for ensuring that every learner benefits from the teaching and learning process.

The facilitator should:

- create learning-centred classrooms using creative approaches.
- position inclusion and equity at the centre of quality teaching and learning.
- use differentiation and scaffolding as teaching and learning strategies.
- use Information and Communications Technology (ICT) as a pedagogical tool.
- identify subject specific instructional expectations to make the subject relevant.
- integrate all assessment strategies.
- use questioning techniques that promote deep learning.

This Teacher's Guide provides teaching methodology for each lesson and concept to ensure that the correct pedagogical approach is used. However, this may need to change based on the skills levels of your class in any year, so use your own experience and discretion to adapt these methodologies accordingly.

Teaching tips

a Scheme of work

Never go into a class unprepared even if you have taught a lesson many times before. Have your ideas, plans and materials ready. You should make sure you are confident with your material. Classes are easier to manage, and behaviour is better when a lesson is tightly organised.

You might want to develop a regular pattern such as:

- A brief period of revision. What did we do last time?
- The introduction of new material given in the form of a class lesson.
- Activities, undertaken in pairs, groups or singly.
- Whole class discussion of what everyone has done.

When learners are used to being occupied for the whole time, they tend to be more co-operative and to value the lesson more.

Here are some points to remember when developing a scheme of work:

- Know your syllabus.
- Make a preliminary plan based on the time you think you will need to cover each unit.
- Be prepared to change that plan as you learn how much time each theme really takes. Consider school events which take up time such as sport, important national events, examinations and any other special occasions.
- Leave some spare time in your planning. Very few timetables work out perfectly.

Remember all the time that facts are only part of education. Keep in your mind the skills you wish to develop, particularly those of easy communication, co-operation and the development of mutual tolerance and respect. Make sure you have all the materials ready at hand for each lesson. If classes are sharing resources, make sure the ones you want are available when you want them. Before you start on any topic, check on your aims and work out how you can find out if you have achieved them. This is called evaluation.

When preparing materials and activities, consider the different abilities of your learners. Try to organise additional activities for the quicker learners to give you time to help those who are finding the lesson difficult.

b Learning-centred pedagogy

A learning-centred classroom creates the opportunity for learners to engage in meaningful hands-on activities that relate what they are learning to the real world. It is a place for learners to discuss ideas, become actively engaged in looking for answers, working in groups to solve problems. They also research analyse and evaluate information. The aim of the learning-centred classroom is to enable learners to take ownership of their learning.

Inclusion

Inclusion is ensuring access and learning for all learners especially those disadvantaged. Each lesson in this PlusOne Physical Education and Arts Grade 5 Teacher's Guide contains advice on how to teach that concept to large classes, and to learners with special needs.

Differentiation and scaffolding

Differentiation is a process by which differences (learning styles, interest and readiness to learn) between learners are accommodated so that all learners in a group have the best possible chance of learning. Differentiation could be by content, tasks, questions, outcome, groupings and support.

C Marking work

When you have a large class the marking of learners' work can become a burden. If it is postponed the burden can become unbearable. Learners need to have their work marked and returned promptly with constructive criticism and as much encouragement as you can give them.

- Some marking of work can be done by learners themselves, swapping papers so that there is a check.
- You can mark work in class while you are going round supervising and encouraging the learners as they work. This has the advantage of offering instant praise and correction.
- Do not let your marking pile up from one day or one week to another.
- It is important to create an atmosphere of trust in which learners feel confident enough to ask you questions without feeling embarrassed.
- Learners should never be allowed to make fun of a learner who asks a question to which other learners already know the answer. Make it clear that such a response is not acceptable.

Information and Communication Technology (ICT)

Teachers are encouraged to use ICT as a teaching and learning tool to enhance deep and independent learning. If your school has internet access, these functions can be done online. Alternatively, download clips or games to use offline in the classroom. The internet can provide as much additional material as you will ever need. Once your learners have the chance to use a computer, they too will have access to a world of information. This can be done through effective use of the following ICT tools:

- Laptop or desktop computers
- Smartphones
- Tablets
- CD players
- Projectors
- Calculators
- Radios
- Cameras
- Television sets
- Computer and related software, such as Microsoft Office packages (Word, PowerPoint, and Excel).

ICTs are useful communication technology that can by and large be used to enhance the quality of teaching and learning in schools.

Diagnostic assessment

a Assessment as learning

Assessment as learning relates to engaging learners to reflect on the expectations of their learning. Information that learners provide the teacher forms the basis for refining teaching-learning strategies. Learners are assisted to play their roles and to take responsibility for their own learning to improve performance. Learners are assisted to set their own goals and monitor their progress.

b Assessment for learning

It is an approach used to monitor learner's progress and achievement. This occurs throughout the learning process. The teacher employs assessment for learning to seek and interpret evidence which serves as timely feedback to refine their teaching strategies and improve learners' performance. Learners become actively involved in the learning process and gain confidence in what they are expected to learn.

c Assessment of learning

This is summative assessment. It describes the level learners have attained in the learning, what they know and can do over a period. The emphasis is to evaluate the learner's cumulative progress and achievement.

Reinforcement and revision

Sometimes you will need to revise parts of the topic with the whole class. You will certainly need to start the next lesson by asking learners what they remember of the last one. Children need reinforcement. A few revision notes on the board to cover earlier work will be a very valuable start to every lesson.

Using resources effectively

To help learners gain the most, draw on as many resources as possible. This section contains some suggestions on how best to use the resources in the Learner's Book and how to make use of other resources that may be available. The factual material in the Learner's Book is useful but it should be used alongside other information that the learners find out for themselves. It is important that learners learn techniques for finding out additional information.

The Learner's Book

Within each topic and unit of the Learner's Book, there are different types of text, illustrations and activities. These are designed to be used in a variety of ways to make lessons interesting, to increase learners' knowledge and motivation and to encourage them to be inquisitive, skilled, confident and mutually supportive.

Other resources

You can use a variety of resources in your lessons. Below are some of them.

- **Equipment:** cones, balls, rackets, bean bags and quoits, hoops, skipping ropes, discs, gym mats
- **Sound resources:** radio, audio tape, musical instruments
- **Living resources:** plants, seedlings, animals, local people
- **Personal treasures:** photos, diaries, possessions, memories
- **Print resources:** magazines and newspapers, books, atlas, workbooks
- **Pictures:** photographs, maps, drawings, diagrams, cartoons, illustrations

Using the local environment

The study of Physical Education and Arts is about the whole of your learners' physical, social and cultural surroundings. Your resources lie all around you. Do not just rely on the written word or pictures; use your own knowledge and that of your learners.

Invite prominent sportspersons to your school so that they talk about their success to motivate learners. Let them talk about their roles in the community and sport as a career.

Topic

1

Safety and health

Unit 1: Safety

Unit objectives

By the end of this unit, learners should be able to:

- a** discuss safety measures when participating in Physical Education and Arts activities.
- b** state safety precautions and safety rules in handling apparatus, instruments and objects.
- c** perform warm-up and cool-down activities.

Teaching notes

Safety measures in Physical Education and Arts

The facilitator explains that it is essential to understand that safety rules exist to prevent accidents and injuries. We must follow them to protect ourselves and others.

Physical Education safety

- **Listen to instructions:** Always pay attention to the teacher or coach. Their instructions are for your safety.
- **Proper attire:** Wear the right clothes and shoes. For PE, this means a comfortable T-shirt, shorts and closed-toe sports shoes.
- **Space:** Be aware of your surroundings to avoid bumping into others.
- **Report injuries:** Tell a teacher immediately if you feel hurt.

Arts safety

- **Tool handling:** Use scissors, cutters and other sharp tools carefully. Always cut away from your body.
- **Chemicals:** Do not taste or smell paints, glues, or other art materials.
- **Cleanliness:** Clean up your workspace to prevent slips from spilled paint or glue.
- **Ventilation:** Work in a well-ventilated area, especially when using strong-smelling materials.

Safety precautions and rules

Handling equipment correctly is key to staying safe.

Physical Education apparatus

- **Balls:** Do not kick or throw a ball in a direction where someone is not expecting it.
- **Ropes:** Ensure the area is clear before swinging a skipping rope.
- **Heavy objects:** Lift heavy objects with your legs, not your back, and ask for help if needed.
- **Scissors:** Pass scissors to someone with the handles pointing towards them.
- **Brushes:** Do not put paintbrushes in your mouth.
- **Pencils:** Do not run while holding a pencil or any other sharp object.

Warm-up and cool-down activities

These are essential components of any physical activity to prepare the body and aid in recovery.

Warm-up: Explain that a **warm-up** gets your body ready for exercise. It increases blood flow to the muscles and reduces the risk of injury.

- **Activities:** Start with light cardio like jogging on the spot or high knees.
- **Stretching:** Gently stretch major muscle groups, holding each stretch for 15-20 seconds.

Cool-down: Explain that a **cool-down** helps your body return to a normal state after exercise. It gradually slows down your heart rate and prevents muscle soreness.

- **Activities:** Light jogging or walking, followed by gentle stretches, holding each position for a longer period (30 seconds or more).
- **Importance:** Emphasize that a proper cool-down is just as important as the warm-up.

Teaching and learning resources

- PlusOne Physical Education and Arts Grade 5 Learner's Book, pages 1-6.
- Physical Education and Arts Grade 3-7 syllabus.
- Work cards, pictures, posters, ICT tools, charts and whistles.

Suggested answers

Activity 1.1

1 Safe use of apparatus

Divide the class into small groups of 3-4. Assign each group a scenario. For example:

Physical Education: A group setting up a volleyball net, a learner throwing a javelin (soft foam or rubber), or a group using hurdles.

Arts: A group using a pottery wheel, a group handling sharp sculpting tools, or a group using a heat gun for a project. Provide the necessary apparatus and any protective clothing (gloves, goggles).

2 Role-play: The performance

- Each group must act out two short scenes.
- **Scene 1 (Incorrect):** Show common mistakes, like using a javelin without checking if the lane is clear, not wearing goggles when using tools, or running into a teammate.
- **Scene 2 (Correct):** Show the proper, safe way. For example, a learner carefully carrying a javelin with the tip pointing down, a group setting up a net by the rules, or using a tool with a steady hand and wearing protective clothing.
- Encourage learners to use dramatic expressions and clear movements to make the difference between correct and incorrect use obvious.

3 Discussion and feedback

- After each group performs, lead a short class discussion.
- Ask questions like, “What did the first group do wrong?” and “How did the second group show that they were being safe?”
- Reinforce that using the apparatus correctly keeps everyone safe and helps them perform better.

Exercise 1.1

- 1 To prevent accidents and injuries.
- 2 Report to the teacher.
- 3 To prevent collision.
- 4 Teacher
- 5 True

Activity 1.2

- a In groups, learners discuss the importance of using appropriate attire for sports and arts activities, some of which include the following:

Benefits for sports

- **Safety:** Proper attire reduces the risk of injuries.
- **Comfort:** Suitable clothing enhances performance and enjoyment.
- **Performance:** Appropriate attire can improve movement and flexibility.

Examples of appropriate attire

Sports: Tracksuits, t-shirts, shorts and sports shoes.

Benefits for the arts

- **Creativity:** Comfortable attire allows learners to focus on creative expression.
- **Practicality:** Suitable clothing protects against art materials and mess.
- **Confidence:** Wearing appropriate attire can boost self-esteem.

Examples of appropriate attire

Arts: Aprons, comfortable clothing and closed-toe shoes.

- b** Learners dramatise scenarios showing unsafe measures during arts and physical education and how to fix them.

Scenarios for Physical Education

- **Scenario 1: Wearing jewellery during sports:** learners wear jewellery during a sports activity and get injured.
- **Scenario 2: Not warming up:** Depict a learner not warming up before exercise and straining a muscle.
- **Scenario 3: Not using equipment safely:** Show a learner misusing sports equipment and getting hurt.

Scenarios for arts

- **Scenario 1: Not wearing protective gear:** Depict a learner not wearing an apron or gloves while working with art materials and getting stained or injured.
- **Scenario 2: Misusing art materials:** Show a learner misusing art materials and causing a mess or accident.

Fixing the scenarios

Physical Education:

- Learners remove jewellery before sports activities.
- Learners warm up before exercise.
- Learners use equipment safely and correctly.

Arts:

- Learners wear protective gear like aprons and gloves.
- Learners use art materials correctly and safely.

Learners create posters illustrating safety measures in Physical Education and Arts activities.

- c** Physical Education safety posters

For Physical Education, the posters should focus on common risks during games and exercises. They should use a “**Do’s and Don’ts**” approach to make the rules clear. Use simple stick figures or cartoon drawings to show the actions.

- **Warm-up first:** A poster showing a character stretching before playing. The message could be, “**Always stretch your body before you play**”.
- **Wear the right shoes:** This poster shows a pair of running shoes with laces tied properly and another pair of loose sandals or high heels with a red cross on them. The text should say, “**Wear sports shoes to run and play safely.**”
- **Share equipment:** A poster depicting two children sharing a ball or a skipping rope, smiling. The message: “**Take turns and share sports equipment. No pushing.**”
- **Listen to the teacher:** A simple drawing of a child listening attentively to the PE teacher with the text, “**Always listen to the teacher’s instructions.**” This reinforces discipline and order.
- **Stay hydrated:** A poster showing a child drinking water from a bottle with a smiling sun in the background. The text could be, “**Remember to drink water to stay strong.**”

Arts and crafts safety posters

In Arts, the focus is on handling tools and materials safely to prevent injuries or accidents. These posters should also be highly visual.

- **Handle scissors carefully:** A poster can show how to hold scissors correctly with the sharp end pointing down and how to pass them with the handle facing the other person. The message: “**Walk carefully and hold scissors with care.**”
- **Use glue and paint safely:** A poster showing a bottle of glue and a pot of paint with a note “**Do not taste the glue or paint**” Use a symbol like a red circle with a line through a person tasting the materials to make the warning clear.
- **Clean up after:** This poster can show children tidying up their art supplies and wiping the table. The text: “**Clean up your space to keep everyone safe.**” This helps prevent slips and falls from spilled paint or materials on the floor.
- **Use tools with an adult:** A drawing of a child using a sharp tool like a craft knife with an adult next to them. The message: “**Only use sharp tools when an adult is helping you.**”
- **Wear an apron:** A simple drawing of a child wearing an apron to protect their clothes. The text: “**Wear your apron to keep your clothes clean and safe from chemicals.**”

Exercise 1.2

- 1 Has a strong odor that irritates eyes, nose, throat and causes other harmful effects if inhaled.
- 2 Teacher
- 3 Swimwear
- 4 Poisonous
- 5 Affects quality, fire risks due to strong odours can cause respiratory issues.

Activity 1.3

1 The warm-up

- Divide the learners into small groups. Each group should create a short warm-up routine (2-3 minutes long) that includes activities like:
- **Light cardio:** Jogging in place, jumping jacks, or high knees.
- **Dynamic stretches:** Arm circles, leg swings, or torso twists.
- Have each group perform its routine and explain the purpose of each activity. For example, “We are doing jumping jacks to get our heart pumping and ready for exercise.”
- Explain that a good warm-up prevents injuries. Guide them to move, not stay still, during their stretches.

2 The cool-down

- After the main activity, have the groups perform their cool-down routine (2-3 minutes long).
- The cool-down should include static stretches (holding a stretch for 15-20 seconds).
- Examples of static stretches: hamstring stretch, quadriceps stretch, or shoulder stretch.
- Have each group perform their routine and explain the purpose of each stretch. For example, “We are stretching our hamstrings to cool our muscles down after running.”
- Emphasise that a cool-down is just as important as a warm-up. Encourage them to breathe deeply and to hold each stretch without bouncing.
- By having the groups explain the purpose of each activity, they will gain a deeper understanding of why warm-ups and cool-downs are so essential.

Exercise 1.3

- 1 Help the body to be ready for physical activity by increasing the heart rate and loosening the muscles.
- 2 Walking slowly, stretching muscles, static stretching, brisk walking.
- 3 Injuries and muscle soreness.
- 4 Injuries and muscle soreness.
- 5 At the end of the physical activity.
- 6 Sweaty, more flexible, warmer, ready to move.

Unit revision exercises

Multiple choice answers

- | | | | |
|---|---|----|---|
| 1 | C | 6 | C |
| 2 | B | 7 | B |
| 3 | B | 8 | B |
| 4 | B | 9 | B |
| 5 | B | 10 | B |

Structured questions answers

- 1 Guidelines to ensure safe precautions/practices because they reduce injuries.
- 2 Jogging, star jumps, arm circles.
- 3 To reduce injuries.
- 4 Walking slowly, stretching muscles, static stretches, brisk walking.
- 5 Increasing the heart rate, loosening the muscles improves joint movement.

Practical questions guidelines

- 6 In pairs, learners perform warm-up and cool-down activities. Explain the purpose of each.

Step 1: Gentle jogging (3 minutes)

- Stand facing your partner.
- One person starts jogging on the spot, slowly.
- The other person copies them.
- Keep jogging for about 1 minute. Now, try jogging a small circle around your partner.

Step 2: Arm circles (2 minutes)

- Stand a little bit away from your partner so you do not bump into them.
- First, make your arms go in small circles forward, like a bicycle wheel turning.
- Then, make the circles bigger!
- Now, do the same thing but with your arms going backwards.
- Do this together for about 1 minute.

Step 3: Knee lifts (1 minute)

- Stand still and face your partner.
- Lift your right knee up high, like you're marching, and touch it with your left hand.
- Put your foot down and now lift your left knee and touch it with your right hand.
- Do this together for about 1 minute, marching on the spot.

Step 4: Twist and shout! (2 minutes)

- Stand with your feet wide apart, facing your partner.
- Twist your upper body to the left, then to the right. Try to look behind you!
- Do this slowly at first, then a little bit faster.
- Keep your feet on the ground. Twist together for 2 minutes.

The cool-down (relax and feel good)

Why we cool down: To help our bodies calm down after exercise. It helps our muscles feel less sore later.

Step 1: Deep breaths (1 minute)

- Stand facing your partner.
- Breathe in slowly through your nose, raising your arms up to the sky.
- Breathe out slowly through your mouth, lowering your arms.
- Do this 5 times together.

Step 2: Leg stretch (2 minutes)

- Stand next to your partner and hold onto their shoulder for balance.
- With your free hand, grab your ankle and pull your foot up towards your bottom.
- You should feel a stretch in the front of your leg.
- Hold for 20 seconds.
- Switch legs and repeat.

Step 3: Arm stretch (1 minute)

- Stand facing your partner.
- Reach one arm across your chest. Use your other hand to gently pull it closer to you.
- Hold for 20 seconds.
- Switch arms and repeat.

Step 4: Touch your toes (1 minute)

- Stand next to your partner.
- Slowly bend down and try to touch your toes. It is okay if you cannot touch them all the way.
- Hold for 20 seconds and slowly stand back up.

- 7** Skits on safety rules: Divide learners into small groups and assign each a different activity.

Example scenarios:

- **Physical Education:** A learner performing a vertical jump without checking for a soft landing, a group trying to throw a ball without first checking if the area is clear, or learners running with a baton in a crowded space.
- **Arts:** A group using sharp tools incorrectly, a learner mixing colours without protective gear, or someone using a hot glue gun without supervision.

Two-part skit:

- The first part of the skit should show the incorrect way, leading to a small, funny problem (a “sprained” ankle, a messed-up painting).
- The second part should show the correct way, where the learners follow the rules and the activity goes smoothly.
- After each skit, have the class discuss what went wrong and how the problem was fixed. This reinforces the lesson.

- 8 Proper care and cleanup:** Explain that proper cleanup is part of the art-making process. Demonstrate how to clean specific tools, such as:
- **Paintbrushes:** Show them how to wash the brush gently with soap and water and reshape the bristles before letting them dry.
 - **Scissors/tools:** Show them how to clean and safely store them.
 - Emphasise the importance of protective clothing (like an apron or old shirt) to keep their clothes clean.
 - Set up a clear cleaning station. Have learners take turns demonstrating how to clean up after a lesson, with a focus on doing it neatly and thoroughly. The goal is to make a routine out of it.

Unit 2: Healthy living habits

Unit objectives

By the end of this unit, learners should be able to:

- a** practise healthy living habits in your daily activities.
- b** discuss the benefits of physical exercise.
- c** participate in health and well-being tests and measurements.

Teaching notes

Healthy living habits

Explain that **healthy habits** are things we do every day to keep our bodies and minds strong. They are simple choices that have a big impact.

Activity: “Daily habits checklist”

Provide learners with a simple checklist to fill out for a day or a week.

Topics on the checklist:

- **Eating:** Did you eat fruits and vegetables? Did you drink enough water?
- **Sleep:** Did you get enough sleep?
- **Hygiene:** Did you wash your hands? Did you brush your teeth?
- **Activity:** Did you play outside or exercise?

Discussion: Talk about why these habits are important. For example, getting enough sleep helps your body grow and makes you a better learner.

Benefits of physical exercise

Explain that physical exercise is any activity that gets your body moving. It is one of the most important healthy habits.

Brainstorming: Ask learners why they think exercise is good for them.

Key benefits to discuss:

- **Strong body:** Exercise makes your muscles and bones strong.
- **Healthy heart:** It keeps your heart healthy so it can pump blood all over your body.
- **Happy mood:** Exercise releases chemicals in your brain that make you feel happy and less stressed.
- **Better sleep:** Being active during the day helps you sleep better at night.

Health and well-being tests

Explain that these simple tests help us understand how our bodies are doing. They are not about being the best, but about learning how to take care of ourselves.

Set-up: Find an open space, like a field or a hall.

Tests:

- **Flexibility test:** Have learners sit on the floor with their legs straight and reach forward to touch their toes. This measures how flexible they are.
- **Endurance test:** Have them run or jog for a few minutes and then check their pulse to see how fast their heart is beating.
- **Strength test:** Have them do a wall sit or a plank for a short period to see how strong their muscles are.
- **Recording:** Have them record their results. Discuss how practicing their healthy habits can improve their results over time.

Teaching and learning resources

- PlusOne Physical Education and Arts Grade 5 Learner's Book, page 7-14.
- Physical Education and Arts Grade 3-7 syllabus.
- Speed ladders, batons, hurdles, cones, whistles, stop watches, measuring instruments, ICT tools and wearables.

Suggested answers

Activity 2.1

1 Hand washing techniques

Explain that proper handwashing is not just a quick rinse. It is a key part of good hygiene. Demonstrate the steps as follows:

- Wet hands with clean, running water.
- Apply soap and lather for at least 20 seconds (the time it takes to sing "Happy Birthday" twice).
- Scrub all surfaces: back of hands, between fingers, and under nails.

- Rinse thoroughly and dry with a clean towel.
- Do this as a class activity at the sink. Have them sing the song as they wash to make it fun and memorable.

2 Role play: eating properly

First, have the learners wash their hands properly. Divide the class into small groups. Assign each group a scenario, such as:

- Eating lunch in the classroom.
- Eating a snack in the school yard.
- Sharing food with a friend.

Have groups act out the scene. They should show good manners like sitting down to eat, not rushing, and not talking with their mouth full.

3 Class cleanup and reflection

Explain that a clean space is a healthy space. Germs can live on surfaces and cleaning them helps stop the spread of sickness. Divide the class into groups and assign each a task:

- Group 1: Clean and dust desks.
- Group 2: Pick up litter in the school yard.
- Group 3: Wipe down doorknobs and light switches.

After the cleanup, lead a short discussion. Ask them how they feel in a clean space and why it's important to keep it that way for everyone. This will help them connect the action of cleaning with the bigger idea of hygiene and community health.

Exercise 2.1

- 1 To prevent the spread of germs and reduce the risk of food borne diseases.
- 2 Cleaning, watering the garden, picking up litter, and taking part in sports.
- 3 Drink clean water, wash hands after visiting the toilet or before handling food and properly dispose of litter.
- 4 Borehole, tap covered well.
- 5 Feeling better mentally, fever, health problems.

Activity 2.2

- 1 Safe lifting and carrying.

Explain the importance of using your leg muscles, not your back, to lift sports equipment.

Demonstrate the correct way:

- Bend your knees and squat down to the equipment.
- Keep your back straight and your head up.
- Grasp the equipment firmly and hold it close to your body.
- Straighten your legs to lift, keeping your back straight.

Have learners practice with a lightweight object, like a book or a small box. Say the steps out loud as they perform them: “Bend your knees, back straight, lift with your legs.”

2 Safe and unsafe ways to carry hurdles

- Demonstrate the unsafe way: Show a learner trying to carry a hurdle with one hand, or dragging it on the ground. Explain that this can cause them to lose control and trip.
- Demonstrate the correct way: Show them how to carry a hurdle with two hands, holding it by the top bar, with the hurdle’s feet pointed away from their body and from others. This keeps the hurdle stable and prevents accidents.
- Have learners work in pairs to practice carrying hurdles correctly. Encourage them to communicate with each other and be aware of their surroundings. This is a critical safety skill for any sports or obstacle course.

Exercise 2.2

- 1 Check if they are not broken and safe to use, warm up.
- 2 Never run while handling instruments; always properly use them.
- 3 Prevent damage, safety, to maintain order.
- 4 Get damaged.
- 5 Sharp objects, glue, paint.

Activity 2.3

- 1 Drama on obesity and diabetes.

Divide learners into small groups. Each group should create a short play (3-5 minutes).

- **Part 1:** The cause. The play should show a scenario where a character makes unhealthy choices (eating too much junk food, sitting on the couch all day).
- **Part 2:** The consequence. The play should show the result of those choices (feeling tired, having no energy to play).
- **Part 3:** The correction/prevention. The play should show the character making healthy changes (eating fruits and vegetables, exercising with friends).

Encourage learners to use simple dialogue and clear actions to tell their story. The goal is to make the message about healthy living obvious and easy to understand.

2 Healthy eating plan

Explain the concept of a healthy eating plan as a list of nutritious foods to eat throughout the day. Tell learners to include foods from all the main food groups:

- Fruits and vegetables.
- Carbohydrates (brown rice, whole-grain bread).
- Protein (beans, fish, eggs).
- Healthy Fats (nuts, avocados).

Have them design a plan for a single day, breakfast, lunch, dinner, and a snack. Have learners draw or find pictures of the foods they choose. This makes the plan more visual and fun. They should present their plan to the class, explaining why each food is a healthy choice.

Exercise 2.3

- 1 Obesity
- 2 Too much sugar in the blood.
- 3 Maintain a healthy diet, do physical activities regularly avoid smoking.
- 4 Chest pain, high blood pressure.
- 5 It changed or converted into fats.

Activity 2.4

- 1 Setting up fitness stations
 - Set up three to four fitness stations with different exercises at each one.
 - **Station 1:** Push-ups (modify them by having learners do them on their knees).
 - **Station 2:** Dashes (set up a short, 10-metre course for them to sprint).
 - **Station 3:** Stretching (have a chart or a learner demonstrate a few basic stretches, like a hamstring stretch or a quadriceps stretch).

Use a timer. Have learners spend a specific amount of time (1 minute) at each station before rotating to the next.

- 2 50-metre dash
 - Mark a clear 50-metre course with a start and finish line.
 - Use a stopwatch to time each learner individually.
 - Explain the importance of a strong start and finishing with a powerful stride through the finish line.

Have learners run in pairs. One runs, and the other times. This teaches them how to use a stopwatch and gives them immediate feedback on their performance.

- 3 Mood tracker
 - Explain that emotional health is just as important as physical health.
 - Have learners draw a simple mood tracker on a piece of paper for the week. They can use simple faces or colours to represent different feelings (a happy face for feeling good, a sad face for feeling low).

At the end of the week, have them look at their tracker and reflect on why they felt the way they did. You can ask simple, non-judgemental questions like, “What made you feel happy on Tuesday?” or “What helped you feel better on Thursday?”

Exercise 2.4

- 1 Body max index.
- 2 Endurance test, strength test flexibility test.
- 3 Endurance
- 4 Mood chat, self-esteem, checklist, stress levels, sleep and screen time tracker.
- 5 Early detection of diseases, prevention of chronic diseases and improved health.

Unit revision exercises

Multiple choice answers

- 1 D
- 2 B
- 3 C
- 4 C
- 5 B
- 6 A
- 7 C
- 8 C
- 9 A

Structured questions answers

- 1 Prevent diseases, improve health.
- 2 Obesity, heart disease, diabetes.
- 3 Stops the outbreak of water-borne diseases.
- 4 Because it shows different feelings and how to handle someone.
- 5 Stopwatch

Practical questions guidelines

- 6 School clean-up
 - Explain that a clean school is a healthy and pleasant place for everyone.
 - Divide the class into small groups and assign each group a specific area (the classroom, the schoolyard, the sports field).
 - Provide the necessary tools: brooms, dustpans, and gloves.
 - Turn it into a race or a challenge to make it fun. After the cleanup, lead a short discussion on how they feel about working together to improve their environment.
- 7 Eating habits journal
 - Give each learner a small notebook or a piece of paper to use as a journal.
 - For three days, they must write down everything they eat and drink for breakfast, lunch, and dinner.

- After the three days, have them share what they learned. Ask questions like, “Did you eat enough fruits and vegetables?” or “Did you drink enough water?” This activity should focus on awareness, not judgment.

8

Recording pulse rate

- Explain that your pulse rate is the number of times your heart beats in a minute.
- Demonstrate how to find your pulse:
 - Place your index and middle fingers on the inside of your wrist below the base of your thumb.
 - Press lightly until you feel a pulse.
- **Practical application:** Have learners count their pulse rate for 15 seconds, then multiply that number by four to get their beats per minute. Have them record their resting heart rate. Then, have them do a short physical activity (like jumping jacks) and record their heart rate again.
- Have them compare their two numbers. This will help them see how their heart works harder during exercise.

Topic 2

Human body

Unit 3: Organs of the body

Unit objectives

By the end of his unit, learners should be able to:

- a identify body organs that store and transport food.
- b explain the process of storing and transporting food.

Teaching notes

Identify body organs that store and transport food

- Start by asking learners where they think their food goes after they swallow it.
- Explain that our bodies have a special system called the digestive system that breaks down and uses food.
- Introduce the key organs by naming them and pointing to their general location on a diagram or on your own body.
- Focus on the main organs for this age group: the stomach, small intestine, large intestine and liver.
- Draw a large, simple diagram of the digestive system on the board.
- Ask learners to trace the path food takes from the mouth to the end.
- Give learners a blank diagram to label themselves.

Explain the process of storing and transporting food

Use simple steps to explain the process as follows:

- **Digestion:** The food is broken down in the stomach and small intestine into very small pieces called nutrients.
- **Absorption and transport:** Explain that the small intestine has special walls that act like a filter. The nutrients pass through these walls into the blood. The blood then acts like a highway, carrying the nutrients to all the different parts of the body that need energy.

- **Storage:** Explain that the body can not use all the nutrients at once. The liver is a storage organ that holds onto some of the extra nutrients (like sugar) until the body needs them.

Emphasise that the food we eat gives our bodies the fuel they need to grow, play and learn.

- **Use an analogy:** The stomach is like a blender, the small intestine is like a sponge, and the blood is like a delivery truck.
- **Have learners act out the process:** a student is a piece of food, another is the small intestine (absorbing) and others are blood cells (transporting).

Teaching and learning resources

- PlusOne Physical Education and Arts Grade 5 Learner's Book, page 15-19.
- Physical Education and Arts Grade 3-7 syllabus.
- Pictures, charts, puzzles, paper glue, magazines, ICT tools and models.

Suggested answers

Activity 3.1

- Oesophagus transport food.
- Stomach stores food.
- Large intestines absorb water and minerals.
- Small intestines absorb nutrients from food and most digestion takes place.
- Rectum stores faeces/ undigested food.
- Anus passes out faeces.

Exercise 3.1

- 1 Stomach
- 2 Mixes with food to make it soft and easy to swallow.
- 3 Oesophagus/gullet
- 4 Water and minerals from the undigested food are stored there.
- 5 Food is chewed into smaller pieces by the teeth and mixes with saliva so that it is easy to swallow.

Activity 3.2

Role-playing functions of body organs

- 1 **The mouth:** The learner playing the mouth will stand at the start of the "journey." They will hold up a large label that says "Mouth." When a "food item" (another learner holding a magazine cut-out) comes to them, they will pretend to chew and break it down by making chewing motions with their hands. They can also say, "I am the mouth! I break down the food so it can travel easily."

- 2 **The oesophagus:** The learner or learners playing the oesophagus will form a “tunnel” using a flexible piece of fabric or by standing in a line, arms linked. They will hold up their label that says “Oesophagus.” The “food” learner will “slide” through the tunnel. The oesophagus learners can gently push the “food” forward to show the movement. They can say, “We are the oesophagus, and we move food down to the stomach.”
- 3 **The stomach:** The learner playing the stomach will sit inside a large box or use a pillowcase. They will hold their label that says “Stomach.” When the “food” arrives, they will take the food cut-out and pretend to mix it with imaginary “juices” by shaking the box or pillowcase. They can say, “I am the stomach! I mix and churn the food to make it a mushy soup.”
- 4 **The small intestines:** The learners playing the small intestines will form a long, winding line. They will hold up their label that reads “Small Intestines.” As the “food” learner walks slowly along their line, the small intestine learners will gently “take” the nutrients from the food. They can pretend to absorb vitamins and energy by tapping the “food” person and saying, “We are the small intestines! We take the good stuff from the food and send it to your body!”
- 5 **Materials:**
 - Printed labels for each organ (“mouth,” “stomach,” “small intestines”).
 - Charts or diagrams of the digestive system.
 - Magazine cut-outs of food items (fruits, vegetables, bread).
 - A large box or pillowcase to act as the “stomach”.
 - A long, flexible tunnel or piece of fabric for the “oesophagus”.

Exercise 3.2

- 1 Food is stored and mixes with digestive juices. Food is then broken down into liquid form.
- 2 Small intestine.
- 3 Undigested food.
- 4 To break food into a liquid form.
- 5 Under the skin.

Unit revision exercises

Multiple choice answers

- | | |
|-----|------|
| 1 C | 6 C |
| 2 D | 7 D |
| 3 A | 8 C |
| 4 D | 9 B |
| 5 B | 10 B |

Structured questions answers

- 1 A part of the body that performs a special function.
- 2 Oesophagus, stomach, small intestine.
- 3 Chewing and mixing with saliva.
- 4 Transport food from the mouth to the stomach.
- 5 Small intestines absorb nutrients from food, while large intestines absorb water and minerals and absorb undigested food.

Practical questions guidelines

- 6 Demonstrating the role of the tongue and teeth during the process of chewing.
This is a great activity for learners to physically understand how chewing works.

Materials: A soft biscuit or piece of bread for each learner.

Demonstration:

- Give each learner a small piece of a biscuit.
- Instruct them to place it in their mouth but not to chew yet. Ask them to describe what it feels like.
- Now, ask them to use only their tongue to press the biscuit against the roof of their mouth and move it around. Explain that the tongue helps to mix the food and move it around so the teeth can do their job.
- Next, ask them to use their front teeth (incisors) to bite off a small piece. Explain that these teeth are for cutting and slicing food.
- Finally, have them move the food to the side of their mouth and use their back teeth (molars) to chew it into a pulp. Emphasise that these teeth are strong and flat, perfect for grinding food.
- After the activity, ask the learners to describe the difference between how the biscuit felt at the start and how it felt after being chewed. Ask them to explain the role of their tongue and the different teeth.

- 7 Identifying the small and large intestines using a puzzle/picture chart.
This activity helps learners visualise the intestines and their relative sizes.

Materials: A large picture chart or a puzzle of the human digestive system. You can also use magazine cut-outs of the two intestines.

Demonstration:

- Show the learners the picture chart or puzzle.
- Point out the small intestine and describe its length. A fun way to illustrate this is to use a piece of string or rope about 7 meters long. Explain that even though it's long, it's called "small" because it is narrow.
- Next, point out the large intestine. Show how it wraps around the small intestine. Use a shorter, wider rope to represent it. Explain that it's called "large" because it is wider, even though it's much shorter.

Group activity

- Divide the class into small groups and give each group a puzzle or picture chart of the digestive system.
- Ask them to identify and point out the small and large intestines to each other.
- You can create a small “quiz” where you ask them to quickly point to the correct intestine on the chart.

- 8** Assembling a digestive system model using paper glue.
This is a great hands-on arts activity that reinforces learning.

Materials:

- Printed templates of the digestive organs (mouth, oesophagus, stomach, small intestine, large intestine).
- A large piece of cardboard or construction paper as a base.
- A pair of scissors for each learner.
- A small container of paper glue.
- Markers or crayons.

Step-by-step instructions:

- 1 Cut-outs:** Give each learner a set of the printed organ templates. Guide them on how to carefully cut out each part.
- 2 Colouring:** Have the learners colour each organ. You can suggest a colour scheme (pink for the tongue, red for the stomach, green for the intestines).
- 3 Assembly:**
 - Instruct learners to start with the mouth at the top of their cardboard.
 - Then, they should glue the oesophagus connecting from the mouth downwards.
 - Next, they should place the stomach at the end of the oesophagus.
 - Finally, they can glue the small intestines inside the loop of the large intestines.
- 4 Labelling:** Encourage learners to use a marker to write the name of each organ next to its corresponding part.

Once the glue is dry, they will have their own labelled model of the digestive system that they can show to the class. These activities use hands-on learning to make the concepts of the digestive system more memorable and enjoyable.

Topic 3

History of arts

Unit 4: Music and dance

Unit objectives

By the end of this unit, learners should be able to

- a identify social functions of music from various cultures.
- b identify indigenous music where both women and men are involved.
- c explain the historical development of music technology.
- d name Zimbabwean musical instruments.
- e describe the development of cultural dances in Zimbabwe.
- f discuss cultural dance preservation.

Teaching notes

Social functions of music

Explain that music is more than just entertainment; it plays a big role in people's lives and cultures all over the world.

- **Celebration:** Music is used for happy occasions like weddings, birthdays and festivals.
- **Worship:** Many cultures use music in their religious ceremonies to praise or pray.
- **Work:** People sing songs to make a job easier or to coordinate their efforts, like work songs for farming or building.
- **Storytelling:** Music can tell stories about a culture's history, heroes, or beliefs.

Indigenous music with male and female involvement

In many cultures, both men and women play important roles in music. This shows that music is for everyone in the community.

- **Jikinya dance:** This is a popular Zimbabwean traditional dance often performed by both boys and girls. The boys typically play drums and other percussion instruments, while the girls sing and dance, with movements that are very rhythmic and energetic.

- **Mbakumba dance:** This is a social dance from the Karanga people. It often involves both men and women dancing together in a circle, with men usually taking on a more athletic, powerful role and women performing more fluid movements. Both genders contribute to the singing and drumming.

Historical development of music technology

Technology has changed the way we make and listen to music.

- **Early recordings:** Start with a simple explanation of how music was first recorded. Before we had phones, people listened to music from records and cassette tapes.
- **Digital age:** Explain how computers and the internet changed everything. Now, we can create music using computer programs, and we can listen to music on our phones, computers, and other devices.
- **Impact:** Discuss how this development makes it easier to share music around the world.

Naming Zimbabwean musical instruments

Zimbabwe has a rich musical heritage with unique instruments.

- **Mbira:** A thumb piano with metal keys that are plucked to produce a bell-like sound. It is a very important traditional instrument in Zimbabwe.
- **Ngoma:** A traditional drum. There are different types and sizes of drums used for different occasions.
- **Hosho:** A shaker, usually made from dried gourds with seeds inside. They are used to add rhythm to the music.
- **Magavhu:** Leg rattles worn by dancers to create a percussive sound with their movements.

Development and preservation of cultural dances

Cultural dances evolve over time, but also need to be protected.

- **Development:** Explain that dances change as new generations add their own styles, but they always keep their core purpose and movements. For example, some traditional dances might now be performed at modern events like a graduation ceremony.
- **Preservation:** This is the act of keeping traditions alive. Discuss why this is important for a country like Zimbabwe. It helps people remember their history and culture.

Ways to preserve dance

- Teaching the dances to younger generations.
- Performing the dances at important events.
- Documenting the dances through videos and writings.

Teaching and learning resources

- PlusOne Physical Education and Arts Grade 5 Learner's Book, page 20-31.
- Physical Education and Arts Grade 3-7 syllabus.
- ICT tools, musical instruments, costumes and props, cultural songs and texts and resource person.

Suggested answers

Activity 4.1

- **Teacher's role:** Lead a class discussion on the emotions and purpose of music at different events (happy for a wedding, sad for a funeral).
- **Practical tip:** Use familiar songs from your local culture for each event. Encourage learners to share songs they know from family gatherings.

Exercise 4.1

- 1 Ceremonies, weddings, funerals, religious services and communal gatherings.
- 2 To console the bereaved.
- 3 Promote unity, make work enjoyable and encourage shared responsibility.

Activity 4.2

- Help learners identify the *mbira*, *hosho*, *ngoma* and other local instruments. Discuss how different instruments make different sounds.
- Show short video clips of traditional performances with mixed-gender groups. Ask learners to try making sounds with improvised instruments like shakers or drums.

Exercise 4.2

- 1 They can now play instruments.
- 2 *Mbira*
- 3 Hope Masike, Tariro Negitare, Feli Nandi.
- 4 Ambuya Stella Chiweshe, Susan Mapfumo, Susan Chenjerai, Chioniso Maraire.

Activity 4.3

- Use simple visuals to show the progression from traditional instruments to modern devices like phones and speakers.
- Have learners use a phone to record a simple song they sing together. You can prepare simple interview questions for them to ask their elders about old music formats like vinyl records or cassette tapes.

Exercise 4.3

- 1 Hands
- 2 An early device used to play recorded sound.
- 3 Music production, music distribution, music creation.
- 4 Traditional - live performance, physical media,
digital - live streaming services, social media, online music.
- 5 Cassettes, vinyl records, digital music files, CDs.

Activity 4.4

- Bring in simple, non-fragile instruments like the *mbira*, *hosho*, or even a small drum.
- Allow learners to handle the instruments carefully. Guide them on how to hold and play each one. Have them sort the instruments into groups based on how they make sound (shakers, hitting instruments).

Exercise 4.4

- 1 *Mbira*
- 2 Gourd, calabash filled with small stones/beads/seeds.
- 3 Drum, *hosho*, horn
- 4 Drum, *hosho*, horn
- 5 Because it is a mouth bow.

Activity 4.5

- Begin by demonstrating a few simple movements from a local dance.
- Ask learners to describe the movements they see. Provide them with paper and crayons to draw costumes and props like calabashes or spears.

Exercise 4.5

- 1 *Muchongoyo*
- 2 *Mbende*
- 3 Ndebeles
- 4 During festivals like *Jikinya*

Activity 4.6

- Guide the class in forming a group and choosing roles.
- Invite a local elder or cultural expert to the class to share a story about the dance and teach a few new steps. If possible, record the final performance to celebrate their effort and share it with the rest of the school.

Exercise 4.6

- 1 Preserve cultural heritage.
- 2 Showcasing traditional dances promotes cultural heritage.
- 3 Digital archiving online platforms.
- 4 Costumes and attire, animal skins, rattles and shakers, masks, sticks and spears.
- 5 Cultural preservation community building.

Unit revision exercises

Multiple choice answers

- 1 C
- 2 A
- 3 D
- 4 A
- 5 D
- 6 A
- 7 B
- 8 A
- 9 A
- 10 C

Structured questions answers

- 1 Pre-colonial, colonial, post-colonial.
- 2 Drum *hosho*, *mbira*, *marimba*.
- 3 Weddings, funerals *nhimbe/ ilima*, ceremonies.
- 4 Stella Chiweshe (*mbira*), Diana Samkange (*mbira*), Irene Chigamba (*mbira*)
- 5 Kwanongoma College of African Music

Practical questions guidelines

- 6 Indigenous instrument performance:
 - Explain the history and cultural importance of the instrument the learner chooses. Guide the “leader” in teaching a simple song to the rest of the group.
 - Encourage learners to listen carefully to each other and to keep a steady tempo. The focus is on teamwork and creating a cohesive sound, not on a perfect performance.
- 7 Traditional dance performance:
 - Ask learners to describe the origins and meaning of the dance they have chosen. Emphasise that the dance is a form of storytelling and community expression.

- Guide groups to practice a few key steps until they are synchronised. Encourage them to perform with energy and to use their expressions to show the feelings of the dance.

8 Children's dance performance:

Explain that this dance can be more playful and creative. Guide the groups to use simple, clear movements that tell a short story or express an idea. Have groups plan their dance with a clear beginning, middle, and end. They should choose music that matches the mood of their performance.

Unit 5: Visual arts

Unit objectives

By the end of this unit, learners should be able to:

- a compare changes in the role and development of visual art from pre-colonial to post-colonial Zimbabwe.
- b list ways in which galleries and museums preserve and conserve artworks.
- c categorise works of art from different Zimbabwean societies.

Teaching notes

Visual Art from pre-colonial to post-colonial Zimbabwe

Pre-colonial art: In the pre-colonial era, art was mainly functional and spiritual. It was used to tell stories, document history, and was deeply connected to rituals and daily life.

- **Examples:** Rock paintings, which documented events and beliefs. Pottery, which was used for cooking, storage, and ceremony. Sculptures, which often represented ancestors or spirits.
- **Role:** Art was for the community and for spiritual purposes, not for sale to outsiders.

Post-colonial art: After colonisation, the role of art began to change. Artists started making work for sale to galleries and tourists. New materials and styles were introduced, and artists began to express personal feelings and modern ideas.

- **Examples:** The rise of Shona sculpture as a major art form, which became famous internationally. Contemporary paintings and crafts that reflect modern life and political issues.
- **Role:** Art became a source of income for artists and a way to express individual identity and societal changes.

Preservation and conservation of artworks

Galleries and museums are like a safe home for art. They have special ways of protecting artworks, so they last for a very long time.

- **Conservation:** This is the act of repairing and protecting art from damage.
- **Methods:** Using special chemicals to clean old paintings, repairing broken pottery, and strengthening weak paper.
- **Preservation:** This involves keeping art in the right environment to prevent damage from happening in the first place.
- **Methods:** Controlling the temperature and humidity in rooms, using special lighting to prevent colours from fading, and keeping artworks behind glass to protect them from dust and touching.

Categorising Zimbabwean art

Zimbabwe has many different ethnic groups and each has its own unique artistic traditions. We can group these works by the people who created them.

- **Shona art:** Known for its world-famous stone sculptures. These often depict animals, spirits, and human figures, showing a strong connection to nature and spirituality.
- **Ndebele art:** This art is famous for its vibrant, colourful and geometric patterns.
- **Examples:** They are known for painting the walls of their houses with these patterns, as well as for making colourful beadwork.
- **Tonga art:** Known for its traditional baskets and carvings. The Tonga people often use natural materials to create beautiful and functional objects.

Teaching and learning resources

- PlusOne Physical Education and Arts Grade 5 Learner's Book, page 32-37.
- Physical Education and Arts Grade 3-7 syllabus.
- Artefacts, stone sculpture, pictures of rock paintings, photographs, ICT tools, customised sign language and cultural centres.

Suggested answers

Activity 5.1

- Begin by showing examples of art from each period. For pre-colonial, show rock paintings or carvings. For colonial, show missionary art or early landscape paintings. For post-colonial, show modern sculptures or paintings that reflect Zimbabwean identity.
- Explain the key features of each period (pre-colonial art often depicts hunting or daily life; post-colonial art frequently uses bold colours and tells a modern story). Encourage learners to use simple drawings. The focus is on understanding the timeline, not on drawing perfectly. They should label each drawing with the period and a short description of the artwork's purpose.

Exercise 5.1

- 1 Spiritual rituals, storytelling, daily life.
- 2 Religious imagery.

- 3 Canvas and paint.
- 4 Selling their artwork, displaying their work for tourism.
- 5 Began to reflect independence, unity and cultural pride.

Activity 5.2

Lead a discussion about why we need to protect old and valuable art. Use questions like, “What would happen if we touched a very old painting?” Explain that galleries are like “art hospitals.” Use simple, clear points for the poster.

Examples for protection methods include:

- No touching: To prevent oils and dirt from our hands from damaging the art.
- Good lighting: To make sure bright sunlight doesn’t fade the colours.
- Right temperature: To stop art from cracking or getting mouldy.
- Glass covers: To protect paintings from dust and accidents.
- Security: To keep the art safe from theft.

Exercise 5.2

- 1 Works on conserving a sculpture in a museum.
- 2 Keep temperature and moisture stable.
- 3 Direct sunlight, excessive moisture.
- 4 Store in optimal conditions.
- 5 It can cause mould and rot.

Activity 5.3

- Encourage learners to think about the art forms in their own community. This could be pottery, basket weaving, small sculptures, or even beaded jewellery. Guide them to choose one to model. Provide safe, non-toxic materials.
- Talk about the meaning behind the artwork. For example, a clay pot might have a certain shape for storing water, or a beaded pattern might represent a family. This part is just as important as the creation of the model itself. Encourage them to share their models with the class and explain the cultural meaning behind it.

Exercise 5.3

Artwork	Community	Material(s) used	Use
Beadwork	Ndebele	Beads and cloth/string	For adornment by women.
Fibre mats	Ndau	Baobab trees	To sit on.
Rock paintings	San	Tree brushes, paint, blood	To show daily life.
Stone sculpture	Shona	Soapstone, chisels	To show culture and tradition.
Hut paintings	Ndebele	Paint, cow dung	Decoration
Baskets	Tonga	Reeds, bark	For carrying and storing goods.

Unit revision exercises

Multiple choice answers

- | | | | |
|---|---|----|---|
| 1 | B | 6 | A |
| 2 | C | 7 | C |
| 3 | B | 8 | C |
| 4 | C | 9 | D |
| 5 | B | 10 | C |

Structured questions answers

- 1 Protect cultural heritage, ensure that these treasures are passed on to future generations, and important cultural messages and artistic skills may be lost.
- 2 Pre-colonial, before colonisation and post-colonial is after colonisation.
- 3 Cotton swabs, brushes.
- 4 Clay, fibres, mud, reeds, animal skins.
- 5 Shows history and how they lived.

Practical questions guidelines

- 6 Traditional objects:
Encourage learners to brainstorm different objects from their local culture. Guide them to find safe, natural materials like reeds, clay, or plant fibres. The focus is on the process, not perfection. Teach them a few simple techniques for weaving, coiling, or moulding.
- 7 Hut with traditional patterns:
Show learners images of traditional huts and the patterns used on them. Explain that these patterns often have a specific cultural meaning. Encourage them to use simple, geometric shapes and colours. This activity can be done with crayons, paint, or even coloured pencils.
- 8 Curator role-play:
Explain the role of a curator, someone who looks after artworks and explains them to people. Have learners choose a picture of a traditional sculpture. They should then act as a curator, explaining the sculpture's history, materials, and cultural meaning to their "visitors" (the other learners).

Unit 6: Theatre

Unit objectives

By the end of this unit, learners should be able to:

- a identify props, set and costumes used in indigenous pre-colonial theatrical performances.
- b trace the changes in the use of technology in Zimbabwe theatre from the pre-colonial to the post-colonial era.

- c** discuss the incorporation of children's rights and responsibilities in Zimbabwean theatrical performances.

Teaching notes

Props, set and costumes in pre-colonial theatre

Explain that theatre is a way of telling stories using acting, music, and dance. In pre-colonial Zimbabwe, theatre was often performed in open spaces and was a part of community life.

- **Props:** These are small, portable items that actors use. In pre-colonial times, props were often natural objects. For example, a branch could be a walking stick, a calabash could be a drinking vessel, or a traditional hoe could show a character is a farmer.
- **Set:** This is the environment where the performance takes place. The “set” was often a natural space like a kraal, a village centre, or a clearing near a fire. Actors used the natural environment to tell their story.

Costumes: Costumes showed who a character was.

- **Animal skins,** beads, and specific traditional clothing showed a person's role in the community, such as a chief or a spiritual leader.
- **Face and body paint** or specific hairstyles could also be used to show a character's status or mood.

Technology in Zimbabwean theatre

Technology has changed how theatre is made and seen.

Pre-colonial era: There was no modern technology. Sound was created by voices, singing, and musical instruments like the *mbira*, drums, and shakers. Lighting was from a fire or the sun and the moon. The audience was close to the actors, creating a strong community feel.

Post-colonial era: Modern technology was introduced.

- **Lighting:** Stages now use electric lights to create different moods and focus the audience's attention on specific actors.
- **Sound:** Microphones and speakers make voices louder. Recorded music and sound effects, like thunder or bird sounds, can be used.
- **Visuals:** In some modern theatres, projectors are used to show images or videos on a screen behind the actors, creating more detailed sets.

Children's rights and responsibilities in theatre

Theatre can be a powerful tool for teaching important lessons about children's rights and responsibilities.

- **Rights:** Explain that children have a right to be protected from harm to their education and to play.

- **Performance idea:** Learners can create a short play about a child who is denied the right to go to school and how their friends help them.
- **Responsibilities:** Talk about what children's responsibilities are at home, at school, and in their community.
- **Performance idea:** A play could show a child who has a responsibility to help with household chores and how this helps their family.
- **Discussion:** After the performances, ask learners to discuss the messages in the plays and how they can apply them in real life. This helps them understand that their rights and responsibilities are important and can be celebrated through art.

Teaching and learning resources

- PlusOne Physical Education and Arts Grade 5 Learner's Book, page 38-43.
- Physical Education and Arts Grade 3-7 syllabus.
- Pictures, charts, resource person, indigenous musical instruments, ICT tools, costume and props and relevant books.

Suggested answers

Activity 6.1

- Start with a brief discussion about props and costumes from your local culture. Show pictures or examples of traditional items, if possible. Explain the meaning behind some items (a specific headdress might represent a leader, or a type of rattle might be used for a specific dance).
- Guide learners on using materials safely. Encourage them to think about how their prop or costume would be used in a dance or story. For example, a student who makes a shield out of cardboard should explain how a dancer would hold and move with it.

Exercise 6.1

- 1 Items used on stage to support storytelling, like a basket and a mask.
- 2 Animal hides, plant fibres, beads, shells
- 3 Halls
- 4 Enhance storytelling, make performance feel realistic and reflected the community lifestyle.
- 5 Refer to the performance space.
- 6 Easy to get, cheap.

Activity 6.2

- Explain that before electricity, people used things like firelight, torches, or moonlight for performances. Discuss how light can change the mood of a scene (a dark scene feels mysterious, a bright scene feels happy).

- Divide learners into groups to create a short skit (a story about a family sitting by a fire at night). During the performance, have the audience use torches or flashlights to act as “spotlights.” This helps them understand the effect of light in a simple way.

Exercise 6.2

- 1 Lightning was natural during the day, fire light at night.
- 2 Colonial
- 3 Guitar, piano and violin.
- 4 Form and setting of performances.
- 5 So that people know new ways to preserve theatrical heritage.

Activity 6.3

- Start with a simple and clear discussion about what children’s rights and responsibilities are. You can use examples like the right to go to school and the responsibility to do their homework. Help groups choose one right or responsibility to focus on.
- Encourage learners to write a simple story that shows the right or responsibility in action. For example, a skit about a child being able to play safely at home demonstrates the right to play. Guide them on how to make simple posters or costumes to make their message clear. The focus is on the message, not the complexity of the performance.

Exercise 6.3

- 1 Education, health, safety, freedom to express opinion.
- 2 A cultural value emphasising community kindness and respect.
- 3 To do their schoolwork, following rules and regulations.
- 4 Help raise awareness, prevent harm to children.

Unit revision exercises

Multiple choice answers

- | | |
|-----|------|
| 1 B | 6 B |
| 2 C | 7 B |
| 3 C | 8 B |
| 4 B | 9 C |
| 5 B | 10 B |

Structured questions answers

- 1 Items used on stage to support story telling like a basket and a mask.
- 2 Animal hides, plant fibres, beads and shells.
- 3 Through the introduction of Western styles.
- 4 Sound system, video projectors, LED lights.
- 5 Right to education, health, safety and right to the right to be heard.

Practical questions guidelines

- 6 Designing a play set:
 - Explain that the set tells the audience where and when the story takes place. Show examples of simple sets from plays or movies.
 - Have learners use a piece of paper as their stage. They should draw a background and add simple props. The labels should clearly name the different parts of the set.
- 7 Skit on children's rights:
 - Start with a discussion about what a right is (the right to play, the right to an education).
 - Guide learners to create a short, simple story that shows a child's right being protected or respected. The skit should have a clear beginning, middle, and end.
- 8 Children's rights poster:
 - Ask learners to choose one right to focus on (the right to have a name and identity).
 - The poster should have a bold heading and a clear, simple drawing to support the message. The words should be easy to read from a distance.

Topic 4

Gymnastics

Unit 7: Balance and locomotion

Unit objectives

By the end of this unit, learners should be able to:

- a list static and dynamic balances.
- b execute weight transference using different body parts.
- c practice simple dynamic balances from static balance.
- d execute various movements around a designated space with obstacles using different body parts.

Teaching notes

Static and dynamic balances

Explain that **balance** is the ability to stay in control of your body. There are two main types:

- **Static balance:** Staying still in one place. It's about holding a position.
- **Examples:** Standing on one foot, holding a tree pose in yoga, or a handstand.
- **Dynamic balance:** Moving from one position to another while staying balanced.
- **Examples:** Walking on a straight line, riding a bicycle, or walking across a beam.

Executing weight transference

Explain that **weight transference** is shifting your weight from one body part to another. This is a fundamental skill for all sports and dance.

Activity:

- **From two feet to one:** Have learners stand on both feet and then slowly shift their weight to one foot, lifting the other off the ground.
- **Using different body parts:** Challenge them to transfer their weight from their feet to their hands. They can try a simple “crab walk” or a “bear crawl” to practise.

Simple dynamic balances from static balance

Explain that we can combine the skills we've learned. We will start with a static balance and then move into a dynamic one.

Activity:

- Start with a **static balance**, like standing on one leg.
- From that position, slowly begin to walk. This is a simple transfer into a **dynamic balance**.
- Try other combinations, such as holding a “scorpion” balance and then transitioning into a forward roll.

Movements in a designated space with obstacles

Explain that knowing how to move around obstacles safely is a key part of agility.

Setup: Create a simple obstacle course using cones, ropes, or other safe objects.

Activity: Challenge learners to move through the course using different body parts and movements.

- **Using hands and feet:** Have them “bear crawl” or “crab walk” around the cones.
- **Jumping:** Instruct them to jump over a low rope.
- **Crawling:** Have them crawl under a high obstacle.

Safety first: Remind learners to move slowly and be aware of others to avoid collisions.

Teaching and learning resources

- PlusOne Physical Education and Arts Grade 5 Learner's Book, pages 44-52.
- Physical Education and Arts Grade 3-7 syllabus.
- Stopwatch, mats, tape measure, skittles, cones, ICT tools, empty plastic containers and a resource person.

Suggested answers

Activity 7.1

- Explain the difference between static balance (staying still, like a one-foot stand) and dynamic balance (moving while staying balanced, like walking a line). Emphasise safety. Ensure mats are used for activities like handstands or cartwheels. Spot learners if necessary.
- Have learners count how long they can hold a one-foot stand to make it a fun challenge. When doing the sequence, focus on slow, controlled movements rather than speed. Encourage them to be smooth like a flowing river.

Exercise 7.1

- 1 Maintaining a steady position without moving.
- 2 Standing on one foot, headstand, bridge, lying on your back, shoulder stand, handstand.
- 3 Maintaining balance while in motion.
- 4 Forward lunges, cartwheels, balance beam walks, jumping routines.

Activity 7.2

- Learners practise weight transference by completing the following routines.
- Learners shift weight from one foot to the other while standing and stepping forward.
- Learners crawl and pause to lift one hand off the floor, then switch.
- Learners explore a sequence involving foot to hand movement using cones and soft mats.

Exercise 7.2

- Explain that weight transference is essential for almost every movement, from walking to running to dancing. Demonstrate each movement clearly before the learners try it.
- For the crawling activity, ask learners to pretend they are “frozen” when they lift one hand. Use the cones and mats to create a fun, obstacle-course-like sequence. This makes the activity more engaging.

Activity 7.3

- Explain that coordination is about making different parts of your body work together. Demonstrate each drill slowly first, then increase the speed.
- Use music with a clear beat for the jumping jacks and partner clapping. This helps learners stay in sync. For the balance beam walk, encourage learners to look straight ahead, not down at their feet. This is a key tip for better balance.

Exercise 7.3

- 1 The ability to use different parts of the body smoothly and efficiently during movement.
- 2 Jumping jacks, balance walks and cartwheels.
- 3 Hips combine balance, timing, strength and control to perform complex movements with ease.
- 4 Learners give different answers.

Activity 7.4

- Clearly set up the course with the different stations. Ensure there is enough space between each activity. Remind learners to focus on the quality of their movement, not just the speed.

- Demonstrate each movement (dodging, sliding, crawling) before the relay begins. After the activity, ask open-ended questions like, “Which part of the course required the most balance?” or “How did you have to change your body to crawl under the rope?” This encourages self-reflection.

Exercise 7.4

- 1 Are movements that transfer the body from one place to another.
- 2 Dodging, sliding, diving, galloping, crawling.
- 3 Leading
- 4 Hands and knees.

Unit revision exercises

Multiple choice answers

- 1 D
- 2 C
- 3 B
- 4 C
- 5 D
- 6 C
- 7 D
- 8 C
- 9 B
- 10 D

Structured questions answers

- 1 Maintaining stability while moving.
- 2 Dodging, sliding, diving, galloping crawling.
- 3 Static maintains a steady position without moving, while dynamic balance maintains balance while in motion.
- 4 It helps gymnasts perform movements safely and with precision.

Practical questions guidelines

- 5 One-foot stand:
 - Emphasise the importance of finding a focal point (something to look at) to help with balance.
 - Encourage learners to keep their standing leg slightly bent and their arms out to the sides to help with stability. Have them count out loud as they hold the pose.

6

Obstacle course:

- Help learners set up a simple course with clear instructions for each section.
- Demonstrate each movement (crawling, galloping, dodging) before they begin the course. Encourage them to be smooth and controlled.

7

Movement sequence:

- Explain that a good sequence flows smoothly from one movement to the next.
- Have learners brainstorm different ways to do each movement. For example, a “balance pose” could be a tree pose or a one-foot stand. Encourage them to practice the sequence slowly at first, then increase their speed.

Topic 5

Sport and game skills

Unit 8: Invasion games – Space awareness, positioning and reaction

Unit objectives

By the end of this unit, learners should be able to:

- a** demonstrate defending in relation to time and speed.
- b** execute the correct attacking techniques in relation to time and speed.
- c** demonstrate proper positioning within boundaries, teammates and opponents.
- d** demonstrate defensive and offensive roles.

Teaching notes

Defending in relation to time and speed

Explain that **defending** is about stopping the other team from scoring. Timing and speed are crucial for a good defence.

Activity: “Mirroring”

- Pair learners up. One is the **attacker**, and the other is the **defender**.
- The attacker moves slowly, and the defender must mirror their movements, staying between the attacker and a goal or target. This teaches them to stay in the right **position**.
- Gradually increase the attacker’s speed, forcing the defender to react quickly. This demonstrates the importance of **speed**.
- **Key concept:** Remind them that a good defender anticipates where the attacker is going to be and gets there first.

Attacking techniques in relation to time and speed

Explain that **attacking** is about scoring goals and moving the ball forward. Time and speed are key to breaking through a defence.

Activity: “Breakaway”

- Set up a simple drill with an attacker and a defender.
- The attacker’s goal is to get past the defender to a designated area.

- Challenge them to use **speed** to outrun the defender or to change direction quickly (**time**) to create an opening.

Technique: Teach them to change their speed and direction to confuse the defender. For example, they can run fast, then suddenly slow down and change direction.

Proper positioning

Explain that being in the right place at the right time is crucial for both attacking and defending.

Activity: “Grid game”

- Set up a small grid using cones.
- Divide learners into small teams. The goal is to keep the ball within the grid while the other team tries to get it.
- **Offensive roles:** Teach attackers to create space by moving away from their teammates and opponents.
- **Defensive roles:** Teach defenders to stay close to their opponents and block passing lanes.
- **Key concept:** Discuss the importance of staying within the **boundaries** of the playing area and being aware of where their **teammates** and **opponents** are at all times.

Defensive and offensive roles

Explain that every player has a role. Some are attackers, and some are defenders.

Activity: “Mini game”

- Play a simple, small-sided game like mini-soccer or netball.
- Before the game, assign specific roles to each learner: **defender** or **attacker**.
- **Defensive role:** A defender’s job is to stay near their own goal and protect it from opponents. They should focus on tackling, intercepting, and blocking.
- **Offensive role:** An attacker’s job is to move forward, get the ball to their teammates, and try to score. They should focus on passing and shooting.

Reinforcement: At the end of the game, ask learners to explain the difference in what they did based on their assigned role.

Teaching and learning resources

- PlusOne Physical Education and Arts Grade 5 Learner’s Book, pages 53-62.
- Physical Education and Arts Grade 3-7 syllabus.
- Cones, balls, bills, whistle, ICT tools

Suggested answers

Activity 8.1

- Use simple terms to explain the difference between a defender’s job (stopping the opponent) and an attacker’s job (trying to score). Use cones to set up clear zones, like a “defensive zone” and an “attacking zone.”

- Start with a non-contact, slow-motion demonstration. For example, have a defender try to stay between the attacker and the goal/hoop without touching them. When comparing strategies, explain them in a fun, relatable way: a “fast break” is like a surprise dash, and a “one-two pass” is like a quick “give-and-go” with a friend.

Exercise 8.1

- 1 Knowing where you are, where your teammates and opponents are and when to act.
- 2 Defensive – man-to-man defence, zone defence, combination defence, offensive - early offence, motion offence, zone offence, spread offence.
- 3 Dribbling
- 4 Create scoring opportunities.

Activity 8.2

- Use a clear diagram or markings on the ground to show where different players should stand at the start of a game. Emphasise that a player’s position changes as the game progresses.
- Start with a static formation. Have learners stand in their positions with a ball. Blow a whistle and have them “act out” a simple play, like passing the ball. Show them how to move to a new open space after they pass.

Exercise 8.2

- 1 False
- 2 A point or area where one stands.
- 3 GS and GK
- 4 It is an offence.
- 5 The centre.

Activity 8.3

- Explain that a team must be ready to change roles as soon as they get the ball (or lose it). This is called a “transition.” Use a whistle as a clear signal for a change in activity.
- In pairs, one student is the attacker, and the other is the defender. The facilitator blows the whistle:
 - **whistle blow:** The defender’s job is to stop the attacker.
 - **whistle blows:** The attacker’s job is to stop the defender (they switch roles instantly).

This helps them practise reacting quickly to changing game situations.

Exercise 8.3

- 1 Defending is stopping your opponent from scoring, while attacking is playing to score.
- 2 Centre
- 3 To stop your opponent from scoring.

- 4 Dribbling, ball control and agility.
- 5 Basketball and soccer.

Unit revision exercises

Multiple choice answers

- | | |
|-----|------|
| 1 C | 6 C |
| 2 B | 7 C |
| 3 C | 8 C |
| 4 B | 9 C |
| 5 C | 10 C |

Structured questions answers

- 1 Knowing where you are, your teammates and opponents are and when to act.
- 2 Man-to-man, zone defence, combination defence.
- 3 Defensive - blocking, intercepting, marking, clearing.
Offensive - passing, dribbling, shooting, creating space.
- 4 It is an offense.
- 5 Basketball and soccer.

Practical questions guidelines

- 6 Defending to attacking:
 - Explain that this is a critical skill in games. Use a simple signal, like a whistle, for the switch.
 - Have one learner start as the defender and the other as the attacker. The defender's job is to steal the ball. Once they have it, they become the attacker, and the roles reverse. Use cones to mark clear zones for the switch.
- 7 Man-to-man and zone defence:
 - Explain man-to-man (you follow one person) and zone defence (you guard an area). Use a simple diagram to show each.
 - Have learners create a short, simple game. The challenge is for them to use only one type of defence at a time. This helps them understand the difference between the two strategies in a practical way.
- 8 Offside situations:
 - Define offside in simple terms for each sport. For netball, explain that a player cannot enter a zone they are not allowed in. For soccer, explain that a player cannot be ahead of the last defender when a pass is made.
 - Use a simple dramatization. Have learners act out a scene where an offside rule is broken. Then, have another learner act as the referee to explain the mistake and how to correct it. This makes the rule clear and memorable.

Test 1

Paper 1: Multiple choice answers

- | | |
|------|------|
| 1 C | 14 D |
| 2 B | 15 C |
| 3 B | 16 C |
| 4 D | 17 C |
| 5 C | 18 B |
| 6 B | 19 B |
| 7 C | 20 B |
| 8 D | 21 C |
| 9 B | 22 C |
| 10 C | 23 C |
| 11 D | 24 B |
| 12 C | 25 C |
| 13 C | |

Paper 2: Structured questions answers

Section A (answers)

- 1 Follow instructions, report broken/ unsafe equipment, wear protective clothing.
- 2 It is a sharp instrument /object that you can injure others.
- 3 Obesity, heart disease, diabetes.
- 4 Helps remove toxins, waste products and harmful substances from the blood.
- 5 Transports food to the stomach.
- 6 *Jiti*
- 7 Objects, costumes
- 8 A cultural value emphasising community, kindness and respect.
- 9 Hand-eye, foot and eye.
- 10 Is to score.

Section B (answers)

Practical questions guidelines

11 Hut with traditional patterns:

- Show learners pictures of traditional huts and their unique designs. Explain that these patterns often have a cultural meaning or tell a story.

- Encourage learners to use simple shapes and colours. They should focus on creating a clear, recognizable hut and decorating it with patterns that they find interesting or meaningful.

12 Defending to attacking:

- Explain the importance of a quick transition in sports. Use a whistle as a clear signal for a change in activity.
- In pairs, one person starts as the defender, trying to steal the ball. Once they have the ball, they immediately become the attacker. The former attacker now becomes the defender. This will help them practice reacting quickly to changing situations.

13 Mini-gallery poster:

- Discuss different ways to preserve art, such as keeping it out of direct sunlight, framing it behind glass, or handling it with care.
- Have learners create a poster showing one of these preservation methods. The poster should have a clear title and a simple drawing to explain the idea, like a drawing of a framed painting with a “do not touch” symbol.

Unit 9: Target games - Targeting and stance

Unit objectives

By the end of this unit, learners should be able to:

- a** hit at stationary targets from within 35m distance.
- b** hit at average mobile targets from within 35m distance.
- c** bounce balls of different sizes from within 35m distance to hit a target.
- d** demonstrate stances for different skills in target and combat games.
- e** demonstrate the correct movements when executing different skills in target and combat games.

Teaching notes

- Recall what they learnt in their previous grade.
- Give the meanings of key words.
- Facilitator demonstrates aiming and hitting stationary targets and average mobile targets and shapes within 35m distance using different throwing methods after a short run.
- Facilitator demonstrates Bouncing balls of different sizes to hit an average mobile target or a free-moving target from within 35m distance from a stationary position after a short run.
- Facilitator demonstrates throwing balls of different sizes into average mobile rings from within 35m distance whilst in a standing position or after a short run using different throwing methods.

Hitting stationary and mobile targets within 35m

Explain that aiming is a fundamental skill in many games. It requires focus and practice.

- Stationary targets:
 - **Setup:** Place cones, buckets, or hula hoops at different distances, up to 35 metres.
 - **Activity:** Have learners throw balls, beanbags, or frisbees to hit the targets. Encourage them to use a balanced stance, step with their non-throwing foot, and follow through with their arm.
 - **Progression:** Start with close targets and gradually move them further away.
- Mobile targets:
 - **Setup:** Have a learner or the teacher slowly move a target (a rolling ball or a cardboard cutout).
 - **Activity:** Learners must time their throw to hit the moving target. This requires anticipation.
 - **Progression:** Increase the speed of the moving target.

Bouncing balls to hit a target

This skill adds a new level of difficulty, requiring control over the ball's bounce and direction.

- **Setup:** Place a target on a wall or a bucket on the ground.
- **Activity:** Learners must bounce a ball on the ground so that it hits the target.
- **Different sizes:** Use a variety of balls, from a large playground ball to a small tennis ball. Discuss how the different sizes and weights affect the bounce.

Stances for target and combat games

A proper **stance** is the foundation for a powerful and accurate throw or kick. It provides balance and stability.

Target games (throwing a ball):

- **Stance:** Teach learners to stand sideways to their target, with their feet shoulder-width apart. Their non-throwing arm should point towards the target.
- **Practise:** Have learners hold this position for a few seconds to feel the balance.

Combat games (tag, dodgeball):

- **Stance:** Teach a ready position: feet apart, knees slightly bent, and body low. This allows for quick movements in any direction.

Correct movements in target and combat games

Explain that movements in these games must be controlled and purposeful.

Target games:

- **Throwing:** The motion should start from the back leg, through the hips, and then to the arm. This is a chain of movement that generates power.
- **Kicking:** The leg should swing back and follow through to the target.

Combat games:

- **Dodging:** Teach quick, side-to-side movements and sudden stops to avoid being tagged or hit.
- **Chasing:** Explain how to use short, quick steps and a low body position to maintain speed and change direction.

Teaching and learning resources

- PlusOne Physical Education and Arts Grade 5 Learner's Book, pages 63-68.
- Physical Education and Arts Grade 3-7 syllabus.
- Balls, mats, hula hoops, skittles and cones, tyres, rings, gliding object, bin bags, whistle.

Suggested answers

Activity 9.1

- Explain that targeting is a skill used in many sports, from soccer to bowling. Set up a simple course with cones, skittles, and rolling tires at varying distances.
- Encourage learners to try different throws: a gentle roll, a bounce, and an overarm throw. Emphasise the importance of aiming by looking at the target and trying to line up their body.

Exercise 9.1

- 1 Objects that remain still and do not change position.
- 2 Skittles, cones, tyres, hoops.
- 3 Requires good timing and prediction.
- 4 You aim at a target.

Activity 9.2

- Mark clear distances with cones (20m and 35m). Demonstrate the correct form for each throw.
- This activity can be done as a competition. Learners can keep a score of how many targets they hit at each distance. Remind them to use more power for the longer distances.

Exercise 9.2

- 1 35m
- 2 Tennis balls, netball, basketball.

- 3 Excessive force.
- 4 So that you do not miss the target.

Activity 9.3

- Explain the difference between a forward stance (facing the target) and a side stance (standing sideways to the target). Demonstrate how each stance helps to generate power and control.
- Have learners practice with a partner, taking turns demonstrating the stances. Use simple targets like hoops or cones. The focus here is on getting the body position right, not just hitting the target.

Exercise 9.3

- 1 The way a body is positioned.
- 2 Horse stance.
- 3 Side stance.
- 4 Proper stance.
- 5 One can fall and be injured.

Unit revision exercises

Multiple choice answers

- | | |
|-----|------|
| 1 C | 6 A |
| 2 A | 7 C |
| 3 C | 8 A |
| 4 C | 9 B |
| 5 C | 10 C |

Structured questions answers

- 1 Stationary targets remain still while mobile targets remain moving.
- 2 Gives balance, improves power and accuracy.
- 3 Underarm, overarm, overhead, rolling, bouncing.
- 4 Strength, accuracy and control.

Practical questions guidelines

- 5 Hitting targets at a distance:
 - Set up clear throwing lines at 10m, 20m, and 35m. Remind learners that they will need to use more force for the farther distances.
 - Encourage learners to try different throwing styles (overarm, sidearm) to see which one works best for them at each distance.

- 6 Bouncing balls into containers:
- Place a few containers (buckets, boxes) at different distances.
 - This activity is about control, not power. Learners should focus on getting the right bounce to make the ball land inside the container.
- 7 Forward and side stance:
- Explain the difference between a forward stance (facing the target) and a side stance (standing sideways to the target). Demonstrate how turning the body to the side helps to generate more power.
 - Have learners practise each stance without a ball at first. They should feel how their body rotates and how their arm follows through. Then, they can practice hitting the wall target from each stance.

Unit 10: Net games - Strokes and grip

Unit objectives

By the end of this unit, learners should be able to:

- a spin a ball.
- b perform a spin for a specified distance.
- c jump high and strike a ball at its highest point with a spin.
- d demonstrate the relationship between grip, stance and footwork.
- e explain the benefits of proper stance.
- f display coordination between stroke and reaction to stimuli.

Teaching notes

Spinning a ball and distance

Explain that spin is like a twisting motion that makes the ball curve or dip.

Demonstrate two ways to create spin:

- **Topspin:** Brushing your hand or racket up the back of the ball. This makes the ball fly high and then dip down quickly.
- **Sidespin:** Hitting the ball on the side. This makes the ball curve left or right.

Use this activity with tennis balls or softballs. Have learners practice hitting or throwing to different targets at varying distances.

Jump, strike and spin

This is a more advanced skill. Explain that a jump helps to add power and height to the strike. Demonstrate the proper timing: the toss, the jump, and the strike must all happen in one fluid

motion. The goal is to hit the ball at the peak of the jump. Have learners practise the motion without a ball first. They can toss a pretend ball, jump, and then perform the striking motion.

Grip, stance and footwork

Explain that these three things work together. A correct grip gives control, a good stance gives balance, and proper footwork helps them get into position to hit the ball. Use the “V” and “O” grips to show how hands should be placed. Demonstrate the front-foot drive (stepping forward) and back-foot drive (stepping back).

Pair learners up. One learner performs, and the other observes and gives feedback on their grip, stance, and footwork.

Benefits of proper stance and coordination

Explain that a good stance makes a learner ready for anything. It gives them balance so they don’t fall over, and it gives them power for a stronger hit or throw. Use a simple drill to test coordination:

- The teacher holds up a coloured card or shouts a number.
- The learner must react and perform a specific movement (if you show a red card, they do a front-foot drive; if you shout “two,” they do a back-foot drive).

This activity helps learners understand how to react quickly to stimuli, a key skill in any sport.

1 Spinning a ball

Spin is a rotation of a ball as it moves through the air. It affects the ball’s trajectory and can make it harder for an opponent to catch or hit.

Activity

- **Hand spin:** Have learners hold a basketball or tennis ball in their palm. Instruct them to flick their wrist to make the ball spin on their fingertips.
- **Floor spin:** Have them place a ball on the ground and try to make it spin in place using a quick push with their fingers.

Spin for distance:

Activity: Set up a target or a line on the ground. Have learners stand behind a starting line and try to spin a ball so that it travels a specific distance. This teaches them to control the amount of spin and power they use.

2 Jumping and striking a ball with a spin

This is an advanced skill that combines jumping, timing, and spinning.

Activity

- **Toss and strike:** Have learners toss a ball into the air. As the ball reaches its highest point, they must jump and strike it with their hand in a way that creates a spin.

- **Drill:** Practice a simple drill where the teacher or a partner tosses the ball. The learner jumps and strikes it, focusing on contact at the highest point. This is a great exercise for hand-eye coordination and timing.

3 Grip, stance, and footwork

These three elements are the foundation of almost every skill in ball games. They work together to give you power and control.

- **Grip:** How you hold the ball or a racket. A proper grip gives you control.
- **Stance:** The way you stand. A balanced stance allows you to move quickly in any direction.
- **Footwork:** How you move your feet. Good footwork gets you into the right position to hit or throw the ball.
- **Relationship:** Explain that they all work together. A good **grip** allows for a good **stroke**, which comes from a solid **stance**, and a good **stance** is made possible by proper **footwork**.

4 Benefits of proper stance

A proper stance is key to athletic performance and safety.

- **Balance:** A wide, stable stance prevents you from falling over and allows you to transfer your weight for more power.
- **Power:** A good stance lets you use your whole body, not just your arms, to hit or throw a ball.
- **Speed:** A ready stance with bent knees allows you to react and move faster in any direction.

5 Coordination

Explain that **coordination** is the ability to use different parts of your body smoothly and efficiently.

Activity: “Reaction drill”

- Have learners stand in a ready stance with a racket or their hands ready to strike a ball.
- The teacher will give a **stimulus**, like calling out a colour or a number. When they hear the stimulus, they must react and hit a ball or pretend to hit a ball. This teaches them to be quick and coordinated in their responses.

Teaching and learning resources

- PlusOne Physical Education and Arts Grade 5 Learner’s Book, pages 69-78.
- Physical Education and Arts Grade 3-7 syllabus.
- Balls, bats, rackets, whistle, cones, sticks, ICT tools

Suggested answers

Activity 10.1

- Explain the three main parts of a jump serve: the toss, the jump, and the strike. Demonstrate each part slowly. Emphasize that the toss should be straight up, slightly in front of the player.
- Have learners work in pairs. One learner serves, and the other gives feedback. Focus on the timing of the jump and the strike. The goal is to hit the ball at the highest point of their jump.

Activity 10.2

- Explain what topspin is (making the ball rotate forward). Demonstrate how to brush up the back of the ball with the hand or racquet to create spin. Set up cones at different distances (10m, 20m, 35m).
- Encourage learners to try both forehand topspin with a racquet and a topspin serve with a volleyball. Explain that topspin helps the ball dip down and stay in the court, which is useful for hitting targets at a distance.

Activity 10.3

- Emphasise the importance of meeting the ball at the peak of the jump for maximum power and control. Demonstrate a slow-motion jump and strike, showing the exact moment, the hand or racquet should contact the ball.
- Have learners repeat the motion several times without a ball, focusing only on the toss, jump, and strike. Give clear feedback on their timing, helping them understand if they are jumping too early or too late.

Activity 10.4

Explain the three parts of the jump serve: toss, jump, and strike. Emphasise the importance of timing to get maximum power. Start with a simple toss and a small jump. The focus should be on making clean contact with the ball, not on a big jump. Remind learners to land safely on both feet.

1 The toss

Guidelines

- Tell learners to hold the ball in their non-striking hand.
- They should toss the ball just in front of them and a little higher than their head.
- The toss should be straight and controlled, not a wild throw. A good toss is the most important part.

2 The Jump and strike

Guidelines

- Explain that the jump and the toss must be timed together. They should jump as the ball reaches its peak.
- To get topspin, they must brush their striking hand up and over the ball. The motion is like hitting an invisible ceiling just after they hit the ball.
- Remind them that the goal is to add spin, not just to hit the ball as hard as they can.

3 The safe landing

Guidelines

- Tell learners to land on both feet with their knees slightly bent. This acts like a shock absorber.
- They should keep their eyes on the ball all the way through the landing.

Activity flow

- **Step 1:** Have learners practise the toss by themselves. They should get comfortable with tossing the ball to the same spot every time.
- **Step 2:** Next, have them practice just the jump and the strike motion without a ball. They can pretend to hit the ball to focus on the timing.
- **Step 3:** Combine all three steps. Start slowly, and as they get more confident, they can increase their speed and power.
- **Step 4:** Encourage partners to give each other simple feedback, such as “You need to jump a little earlier,” or “Brush your hand more over the ball.”

Exercise 10.4

Gives players a better angle and more control.

- 4 Maintain balance, arm movement and body position.
- 5 Semi western grip.
- 6 Cone
- 7 Legs

Exercise 10.5

- 1 Splice/bat shoulders.
- 2 V-shape
- 3 Gives a player control, comfort and power.
- 4 O-grip: both hands are placed around the bat handle, while V-grip: both hands are placed close together with thumbs and index fingers.
- 5 Aligned between the outside edge and splice of the bat.

Activity 10.5

- Demonstrate a stable batting stance: feet shoulder-width apart, knees slightly bent, and body turned sideways to the “bowler.”
- These activities are best done in pairs. One learner performs, and the other gives feedback. This peer-teaching helps reinforce the correct form.

Exercise 10.6

- 1 Provides balance, allows quick movement.
- 2 Stand with apart and knees slightly bent.
- 3 Back foot
- 4 For quick reaction, better balance, improved performance.
- 5 Loss of balance, poor technique, risk of injury.

Activity 10.7

- Explain that a front foot drive is for a ball pitched closer, and a back foot drive is for a ball farther away.
- Use a soft ball for safety. Have learners focus on which foot they step with for each drive. The most important thing is to watch the ball from the moment it leaves the pitcher’s hand until it hits their bat.

Exercise 10.7

- 1 How the player moves their feet during the game.
- 2 Front foot.
- 3 Higher balance shot control.
- 4 Avoids injury.
- 5 See the ball’s movement, time your movement.

Activity 10.8

- Explain that good footwork is crucial for hitting a ball well.
- Demonstrate both the forward drive (stepping toward the ball) and the backward drive (stepping back from the ball).
- Have learners get into pairs. One learner will pitch a soft ball gently to their partner.
- The other learner must decide which footwork to use based on where the ball lands.
- They should focus on stepping correctly and keeping their eyes on the ball from the moment it is pitched until they hit it.
- Start by having them practice without a bat. They can just use their hand to “hit” the ball, focusing only on their feet.
- After they are comfortable with the footwork, they can use a bat.

- Remind them to communicate with their partner. The pitcher should vary the throws so the other learner must react to a ball pitched both close and far away.
- The goal is to help them understand that their feet and eyes must work together to make a good shot.

Activity 10.9

- Explain that the goal is to create a continuous rally.
- Encourage learners to start close to the wall and use a smooth, controlled swing. This activity is a great way for them to feel the rhythm of a back-and-forth rally.

Exercise 10.9

- 1 Forward drive is when a ball is played low while backward is played higher.
- 2 So that he strikes the ball.
- 3 between thigh and head height.
- 4 Off drive, on drive, straight square cover.
- 5 Creating space generating power.

Activity 10.10

- Explain that the height of the toss and the angle of the bat will change how the ball flies.
- Have learners experiment with different toss heights and swings. They should try to hit the ball both high (a lob) and low (a grounder) to different targets.

Unit revision exercises

Multiple choice answers

- | | |
|-----|------|
| 1 D | 8 C |
| 2 B | 9 A |
| 3 C | 10 D |
| 4 B | 11 B |
| 5 A | 12 C |
| 6 B | 13 A |
| 7 B | |

Structured questions answers

- 1 How a player holds the bat.
- 2 V-grip and I-grip.
- 3 Provides balance, allows quick movement and supports a powerful and accurate shot.
- 4 Punch or block.
- 5 High and drop quickly.

Practical questions guidelines

- 6 Topspin forehand: Guide learners to brush up on the back of the ball with their racket. This spinning motion will make the ball dip down, helping it land in bounds
- 7 Jump serve: This is a final assessment. Look for the three key parts: a good toss, a powerful jump, and a clean strike at the highest point.
- 8 Striking at the highest point: This is about timing and power. Encourage learners to practice this motion several times, with or without a ball, to get the timing right.

Unit 11: Adventure games - Camping

Unit objectives

By the end of this unit, learners should be able to:

- a locate key points in a marked route through map reading.
- b follow a marked route.

Teaching notes

Locating key points using a map

Explain that a **map** is a drawing of a place from above. We use maps to find our way around and to see where things are. This skill is called **map reading**.

Activity:

- **Map creation:** Provide each group of learners with a simple map of a small, safe area of the school grounds (the field, the playground, a section of a garden). The map should have a few key points marked with a symbol, such as a star or a cross.
- **Key points:** The marked points should correspond to real-life objects, such as a specific tree, a swing set, a bench, or a flowerbed.
- **Task:** Have learners work together to **identify** and **label** the key points on their map. For example, they can write “tree” next to the star or “swing” next to the cross.

Following a marked route

Explain that once you can read a map, you can use it to follow a path or a **route**. This is a great skill for hiking or exploring.

Activity: “Treasure hunt”

- 1 **Marked route:** Before the lesson, use cones, ribbon, or chalk to create a simple, clear route on the school grounds.

- 2 **Map and route:** Give each group a new map with the marked route drawn on it. The route should pass by the key points they identified earlier.
- 3 **Instructions:** The learners must follow the marked path from a designated start point to an end point.
- 4 **Observation:** Walk with the groups, observing how they use their maps. Are they able to match the map to their surroundings? Do they know where to turn?
- 5 **Problem-solving:** If a group gets lost, encourage them to look at the map and re-orient themselves. Ask questions like, “What is the last landmark you passed?” or “What do you see on the map that matches what you see around you?”

Teaching and learning resources

- PlusOne Physical Education and Arts Grade 5 Learner’s Book, pages 79-83.
- Physical Education and Arts Grade 3-7 syllabus.
- Maps, skittles, cones, puzzles, ladders.

Suggested answers

Activity 11.1

Explain that orienteering is using a map and compass to find your way. For this activity, the map is simple. Guide learners to look at the map and match what they see on the map to what they see on the ground.

Exercise 11.1

- 1 Involves placing visible indicators along a walking route.
- 2 Cones, skittles, flags.
- 3 Help participants stay on track.
- 4 Starting and finishing points.
- 5 At the beginning.

Activity 11.2

Create a simple map of the area beforehand. Hide clear, colourful markers or pictures along the route. Encourage learners to use landmarks on the map to find the hidden objects.

Exercise 11.2

- 1 To observe the environment and follow directions correctly.
- 2 Proper footwear and proper clothing.
- 3 Attention.
- 4 Visual search skills attention.
- 5 Map

Activity 11.3

- Explain what a checkpoint is (a specific spot to find on the map).
- Have groups draw a simple map of their chosen area. They should mark their checkpoints with cones or skittles and create a key for the symbols. Encourage them to be creative with their routes.

Exercise 11.3

- 1 Foot, mountain bike, urban and night orienteering.
- 2 Map, compass
- 3 So that you know the route to follow.
- 4 Navigation and decision making.
- 5 Electronic systems.

Unit revision exercises

Multiple choice answers

- | | | | |
|---|---|----|---|
| 1 | C | 6 | B |
| 2 | B | 7 | C |
| 3 | B | 8 | C |
| 4 | C | 9 | A |
| 5 | A | 10 | C |

Structured questions answers

- 1 Involves placing visible indicators along a walking route.
- 2 Skittles, cones, flags.
- 3 So that you are not lost.
- 4 Maps and compass.
- 5 Foot orienteering is done on foot, while mountain biking is when participants ride to different control points.

Practical questions guidelines

- 6 Describing a course: Encourage learners to use words like “turn left,” “go straight ahead,” and “pass the big tree” to give clear directions to their partner.
- 7 Finding hidden objects: This is a direct test of their map-reading skills. They should use the map to find the general area of the object, then use their eyes to locate the exact spot. Make the hidden objects a little tricky to find to make it a fun challenge.
- 8 Designing an adventure course: This is a comprehensive task. Guide learners to create a map, set up the course, and write a simple set of instructions for another group to follow. This activity is a great way to show how a team works together.

Unit 12: Kids athletics - Running

Unit objectives

By the end of this unit, learners should be able to:

- a complete a timed endurance race.
- b demonstrate proper sprint bend running techniques.
- c demonstrate proper baton exchange technique.
- d finish a sprint hurdle relay with a hurdle leg.

Teaching notes

Timed endurance race

Explain that an **endurance race** is about running a long distance without stopping. It's not about being the fastest, but about having the stamina to keep going.

- **Activity:** Set a specific distance, such as a full lap or two laps of the school field.
- **Warm-up:** Always start with a proper warm-up to prepare muscles for the race.
- **Race:** Learners should run at a steady, comfortable pace for the entire distance. The goal is to finish without stopping.
- **Timing:** Use a stopwatch to time each learner. After the race, discuss how their time relates to their pace.

Sprint bend running techniques

Explain that a **sprint bend** is the curved part of the running track. To run it correctly, you need a special technique to avoid running too wide.

Activity:

- **Lean:** Tell learners to **lean into the curve** with their body. The closer they are to the inside of the lane, the more they should lean.
- **Arm action:** Explain that the inside arm should be held lower and the outside arm should be held higher. This helps maintain balance and momentum.
- **Footwork:** The inside foot should land closer to the line to help guide the runner around the bend.

Baton exchange technique

The **baton exchange** is the most important part of a relay race. A good exchange saves time and can win the race.

Activity:

- **“Give and go”:** Pair learners up. The first person (the “giver”) holds the baton. The second person (the “receiver”) holds their hand back, palm up.

- **The “blind” hand-off:** Explain that the receiver does not look at the baton. The giver should say “Hand!” or “Go!” when they are ready to hand it off. This saves time because the receiver doesn’t have to look back.
- **The exchange zone:** Practise this in a designated exchange zone. Stress the importance of passing the baton within the marked area.

Sprint hurdle relay

This activity combines running, jumping, and relay skills.

Equipment: Use safe, low hurdles or even cones as obstacles.

Activity:

- **Warm-up:** Practice jumping over the hurdles without running first.
- **The hurdle leg:** Explain that the **hurdle leg** is the one that goes over the hurdle first. Practice leading with the correct leg.
- **Relay:** Set up a short relay course with a few hurdles. Learners must run, jump over the hurdles, and then hand off a baton (or a small object) to the next person.

Safety First: Remind learners to focus on jumping the hurdles safely and not on speed.

Teaching and learning resources

- PlusOne Physical Education and Arts Grade 5 Learner’s Book, pages 84-91.
- Physical Education and Arts Grade 3-7 syllabus.
- Cones, batons, obstacles, flags, hurdles, whistle, stopwatch, ICT tools.

Suggested answers

Activity 12.1

- Explain the concept of an endurance race (running for a set amount of time). Ensure learners know the starting line, the route, and how to count laps using cards or flags.
- Encourage learners to find a comfortable, steady pace. Remind them it is not a sprint and that the goal is to keep moving for the entire 8 minutes.

Exercise 12.1

- 1 150 metres
- 2 Collect a new card.
- 3 8 minutes.
- 4 Whistle/starting pistol
- 5 Because one would not have completed a circuit.

Activity 12.2

- Explain the left-hand change-over technique. The runner giving the baton holds it in their left hand, and the runner receiving it takes it with their right.
- Use low, safe hurdles or cones. Focus on smooth, controlled jumps and clean baton exchanges.

Exercise 12.2

- 1 Sprint
- 2 Two
- 3 Left
- 4 Sprint over a set of hurdles and a flat sprint section.
- 5 Legs

Activity 12.3

- Explain that leaning into the curve helps maintain speed and balance. Demonstrate the lean.
- Set up a bend with cones and have learners practice leaning with their bodies towards the inside of the curve.

Exercise 12.3

- 1 To fight a force that tries to push the athlete outward.
- 2 Cone
- 3 Speed
- 4 One
- 5 Within the exchange zone.

Activity 12.4

- Show learners how to use a stopwatch and how to record times accurately on a chart.
- Encourage a spirit of friendly competition where learners focus on improving their own times. This helps them understand the value of practice and progress.

Exercise 12.4

- 1 Stopwatch
- 2 So that athletes see the marked areas.
- 3 Progress
- 4 8-minute endurance race.

Unit revision exercises

Multiple choice answers

- | | | | |
|---|---|----|---|
| 1 | B | 6 | C |
| 2 | D | 7 | B |
| 3 | A | 8 | B |
| 4 | A | 9 | A |
| 5 | B | 10 | C |

Structured questions answers

- 1 8-minute endurance race.
- 2 Placard
- 3 It includes both sprint and obstacle running.
- 4 Upsweep and down sweep.

Practical questions guidelines

- 5 **Baton exchange:** Explain and demonstrate the upsweep (receiver's hand is palm up, thumb down) and down sweep (receiver's hand is palm down, thumb up) methods.
- 6 **Leaning on bends:** Guide learners to feel the lean. It's subtle but important.
- 7 **Recording laps:** Have learners work in teams. One runner, one timer, and one recorder. This activity reinforces teamwork and numeracy.

Unit 13: Kids athletics - Jumping

Unit objectives

By the end of this unit, learners should be able to:

- a engage in horizontal and vertical jumps.
- b jump using equipment or apparatus.
- c jump from a relatively short run-up.
- d clear heights while jumping.
- e jump for distance.

Teaching notes

Horizontal and vertical jumps

Explain that there are two main types of jumps: horizontal (for distance) and vertical (for height). We will practise both.

Vertical jumps: These are jumps that go straight up.

Activity: Have learners stand in place with their feet shoulder-width apart. They should bend their knees and use their arms to swing up as they explode into a jump. The goal is to jump as high as they can. Encourage them to land softly on their feet.

Horizontal jumps: These are jumps that go forward.

Activity: Have learners stand behind a line. They should use a similar motion to the vertical jump but push forward with their legs to jump for distance. They should land with both feet together.

Jumping with equipment

Using equipment helps make jumping more fun and practical.

Activity:

- **Jump rope:** Have learners practice jumping over a skipping rope. This improves timing and coordination.
- **Hurdles:** Use low, safe hurdles or cones to practice jumping over. This helps them learn to clear objects.
- **Hoops:** Place hoops on the ground and have learners jump into and out of them.

Jumping from a short run-up

Explain that a **run-up** helps you build speed and momentum before a jump.

Activity:

- **Long jump practise:** Have learners take a short run-up (3-5 steps) and then jump for distance. Stress that they should not slow down before the jump but use the momentum to propel them forward.
- **Focus:** The goal is to transition from running to jumping smoothly.

Clearing heights while jumping

This focuses on **vertical jumps** and clearing an object.

Activity:

- **High jump:** Use a high jump bar or a stretched rope. Start at a very low height. Learners should practise jumping over the bar.
- **Form:** Teach them to lift their knees high towards their chest to get their feet over the bar.

Jumping for distance

This is about applying everything we have learned to achieve the furthest jump possible.

Activity:

- **Long jump:** Set up a long jump pit or use a sandpit.

- **Technique:** Remind learners to use a short run-up, swing their arms, and push off with power to jump as far as they can.
- **Measurement:** Measure the distance of each jump from the starting line to where their heels land. This helps them track their progress.

Teaching and learning resources

- PlusOne Physical Education and Arts Grade 5 Learner's Book, pages 84-91.
- Physical Education and Arts Grade 3-7 syllabus.
- Tape measure, wooden pole, mats, marked mates.

Suggested answers

Activity 13.1

- Explain the importance of the run-up for speed and momentum. Clearly mark the run-up zone (10m) and the landing zones with cones and hoops. Demonstrate a safe landing with both feet to absorb the impact.
- Have a "take-off" line where learners must jump from. Encourage learners to jump up and out rather than just out. Measure the distance from the take-off line to the nearest heel print in the landing zone.

Exercise 13.1

- 1 Jump to the furthest point.
- 2 Check the pit, warm up and proper technique.
- 3 Injury
- 4 Tape measure
- 5 Remove all the obstacles

Activity 13.2

- Set up a bar or rope at three different, safe heights. Explain that the goal is to jump high, not far. Emphasise landing softly on the balls of their feet with bent knees.
- Give each learner three chances at each height. If they clear it, they move to the next. Encourage them to use their arms to help them jump higher.

Exercise 13.2

- | | |
|------------------------------|---------------------|
| 1 Height | 4 Will have failed. |
| 2 So that one can leap high. | 5 Bar or rope. |
| 3 Four | |

Activity 13.3

- Use lightweight, sturdy wooden poles. Emphasise the importance of planting the pole correctly and swinging the body forward. Ensure the landing area is clear and soft.
- Have learners practise the run-up and pole plant first without jumping over anything. Start with very low obstacles (like a rope placed on the ground or a small tyre) and a short run-up. Focus on the swinging motion and safe landing.

Exercise 13.3

- 1 Helps the athlete to reach greater heights.
- 2 The upper hand should grip the pole above the lower hand, which is the left hand.
- 3 Three times
- 4 Three times
- 5 Landing mat

Activity 13.4

- Set up three different stations for the three jump types. Explain the rules and how scoring will work. Assign a recorder to each group to mark down the results.
- Make a large chart on the board to display the scores. Encourage learners to cheer on their classmates and to focus on doing their best. Remind them that the goal is to improve their personal bests, not just to win.

Exercise 13.4

- 1 Tape measure.
- 2 To ensure improvement and encourage accuracy and effort.
- 3 Distance jumped.
- 4 Tape measure marked mats.
- 5 To keep the best record.

Unit revision exercises

Multiple choice answers

- | | | | |
|---|---|----|---|
| 1 | D | 6 | C |
| 2 | B | 7 | B |
| 3 | B | 8 | C |
| 4 | C | 9 | C |
| 5 | D | 10 | C |

Structured questions answers

- 1 Horizontal is for distance, while vertical is for height.
- 2 To record the furthest/ highest jump.
- 3 To avoid injuries.
- 4 Clear all the obstacles and land properly.
- 5 To master the technique.

Practical questions guidelines

- 6 **Horizontal jump:** Guide learners to focus on a powerful two-foot take-off from the marked line. Learners perform a vertical jump over three bar heights and record the best.
- 7 **Vertical jump:** Help them understand that their best jump is the one they can consistently make.
- 8 **Mini competition:** Explain the importance of measuring accurately and recording the data correctly on their charts. Remind them to work together and to be supportive of their classmates.

Unit 14: Kids athletics - Throwing

Unit objectives

By the end of this unit, learners should be able to:

- a demonstrate the teens javelin.
- b execute rotational throws for accuracy and distance.
- c demonstrate target throws over a barrier.
- d throw at least 30m distance.

Teaching notes

Demonstration of the teens javelin

Explain that the javelin is a throwing sport where the goal is to throw a spear-like object as far as possible. For safety and age appropriateness, we will use a “**teens javelin**”, which is lighter and safer than an adult javelin. You can also use a simple stick or a rolled-up newspaper to practice the technique.

The grip:

- Show learners how to hold the javelin at the cord grip.
- The index finger should be behind the cord, and the thumb and other fingers should be wrapped around it.
- Emphasise that the javelin should be held at eye level, pointed forward.

The run-up:

- Instruct learners to take a few steps to build momentum before the throw.
- The run-up should be a smooth, controlled jog.

The throwing stance:

- As they approach the throwing line, they should turn their body to the side, pointing their throwing arm back.
- The javelin should be held above the shoulder, parallel to the ground.

The throwing motion:

- Explain the “over the top” action. The throwing arm moves forward in a straight line, over the shoulder.
- The body’s rotational force is key. Encourage them to step forward with the non-throwing leg as they throw to transfer power from the legs to the arm.
- Demonstrate the follow-through, where the arm continues moving forward and across the body after releasing the javelin.

Execution of rotational throws for accuracy and distance

Concept: Rotational throws are about generating power from the entire body, not just the arm. This is a fundamental concept in sports like discus and shot put.

Activity: Use a small, soft ball or beanbag for this exercise to ensure safety.

The stance:

- Learners should stand with their feet shoulder-width apart, facing the direction they want to throw.
- Their arms should be extended, holding the ball in both hands.

The rotation:

- Teach them to twist their body from the hips, turning away from the throwing direction.
- Then, they should unwind their body quickly, rotating back towards the target.

The release:

- As the body unwinds, the arms should follow, releasing the ball now of maximum rotational speed.
- Focus on **accuracy** first. Have them aim for a specific target on the ground.
- Once they are comfortable, encourage them to focus on distance, using more force in their rotation.

Demonstration of target throws over a barrier

Objective: This activity combines accuracy with a practical challenge, simulating real-life situations in sports.

Setup: Use a simple barrier, like a rope tied between two poles or a row of cones, about 1-2 meters high.

Activity:

- Learners stand a few meters away from the barrier.
- Using the rotational throw technique, they must throw the ball **over** the barrier and have it land within a designated target area on the other side.
- Encourage them to adjust their throwing angle and force to successfully clear the barrier and hit the target.

Progression: Start with a low barrier and a close target, then gradually increase the height of the barrier and the distance to the target.

Throwing at least 30m distance

Objective: This is a performance goal that can be achieved through practice and correct technique.

Equipment: Use the teens javelin or a suitable substitute.

Technique focus:

- Remind learners that a successful long throw is a result of combining all the elements learned: a good run-up, proper grip, a strong throwing stance, and powerful rotational movement.
- Emphasise the follow-through, as it's crucial for maximising distance.

Practice drills:

- Divide the learners into small groups and have them take turns throwing.
- Use measuring tapes to track their progress and provide positive reinforcement.
- Set up a “throwing zone” and encourage them to try to land their throws beyond the 30-meter mark.
- Provide individual feedback and corrections on their technique.

Safety first: Remind learners to always be aware of their surroundings and never throw until the area is clear. Establish a “go-to-retrieve” signal so they all move to collect their javelins at the same time.

Teaching and learning resources

- PlusOne Physical Education and Arts Grade 5 Learner’s Book, pages 98-106.
- Physical Education and Arts Grade 3-7 syllabus.
- Medicine Ball, javelin, discus, cones, improvised throwing equipment and tape measure.

Activity 14.1

- Explain the concept of rotation. Show them how to twist their hips and shoulders to get more force into the throw. Set up a target zone with cones and assign points for accuracy.

- Encourage a smooth motion, not just an arm throw. Have them “wind up” their body like a spring before releasing the soft ring or disc.

Exercise 14.1

- 1 Accuracy and distance.
- 2 Right
- 3 4
- 4 Discus
- 5 It improves flexibility.

Activity 14.2

- Explain that the javelin throw uses a specific one-arm throwing technique. Demonstrate the correct way to hold the javelin (with a firm grip) and the run-up. Show them how to throw with a wide, overhead motion and a straight arm.
- Emphasise safety. The throwing lane should be clear, and learners should retrieve their javelins one at a time. The 10m bonus for throws beyond the 30m line will motivate them.

Exercise 14.2

- 1 5m
- 2 3
- 3 10m bonus
- 4 So that it reaches the furthest distance.
- 5 Accuracy and fairness.

Activity 14.3

- Explain that to get a ball over a barrier, the throw needs to go up and over, not just flat. Use a rope or cones to create a barrier and mark different throwing lines.
- Let learners choose which line to throw from. This helps them understand how distance affects the type of throw needed. Record their scores for each attempt.

Exercise 14.3

- 1 2.5m
- 2 Four
- 3 3.8m
- 4 Throwing further.
- 5 Considered successful.

Activity 14.4

- Explain how to use a tape measure correctly. Teach them to record the distance of their best throw in a notebook or on a class chart.

- Encourage a spirit of friendly competition. The goal is to compare their personal bests, not just to beat others. This reinforces the idea of self-improvement.

Exercise 14.4

- | | |
|----------------|---------------------------|
| 1 Tape measure | 4 Marking the area. |
| 2 Three | 5 To see the best result. |
| 3 Best result. | |

Unit revision exercises

Multiple choice answers

- | | |
|-----|------|
| 1 B | 6 C |
| 2 C | 7 B |
| 3 C | 8 B |
| 4 C | 9 C |
| 5 B | 10 C |

Structured questions answers

- 1 Flexibility
- 2 A technique where the thrower turns and twists the upper body while keeping the lower body stable.
- 3 Cones
- 4 Marked target zone.
- 5 When the javelin lands beyond 30m and stays within the lane.

Practical questions guidelines

- 6 **Javelin throw:** This is a chance for learners to demonstrate the skills they have learned. Observe their grip, run-up and release to ensure they are using the correct technique.
- 7 **Throwing challenge:** Encourage creativity and teamwork. Learners should work in groups to design their own course with targets and a scoring system. This promotes a deeper understanding of the concepts.
- 8 **Team measuring:** This activity reinforces practical skills. Have learners work in teams to measure and record each other's throws using cones and a tape measure. This improves both their physical and mathematical skills.

Test 2

Paper 1

Multiple choice answers

- | | | | |
|----|---|----|---|
| 1 | B | 14 | B |
| 2 | C | 15 | A |
| 3 | C | 16 | C |
| 4 | C | 17 | C |
| 5 | C | 18 | B |
| 6 | C | 19 | C |
| 7 | C | 20 | B |
| 8 | C | 21 | B |
| 9 | D | 22 | D |
| 10 | C | 23 | C |
| 11 | B | 24 | C |
| 12 | B | 25 | C |
| 13 | C | | |

Paper 2

Structured question answers

- 1 Balancing position.
- 2 Mobile targets.
- 3 Pole vault and high jump.
- 4 Proper passing technique/smooth exchange.
- 5 Lean into the bend, stiff inside leg, work your outside leg, keep your body square.
- 6 The way you hold an implement.
- 7 Increase force and help you to balance.
- 8 Static is a steady position without moving, while maintaining balance, while in motion.
- 9 Changing positions.
- 10 Soccer and basketball.

Practical questions guidelines

- 11 **Target throw:** Set up a clear, stationary target (a hoop or bucket) and a 10m throwing line. Remind learners to focus on the target, not their feet. They should use a smooth, controlled throw.
- 12 **Rotational throw:** Explain that this throw should be a single, fluid motion. Remind learners to twist their hips and shoulders as they release the ball for maximum distance.

- 13 Baton relay:** Explain the importance of a smooth baton exchange to avoid dropping it or losing time. Have learners practice the exchange slowly without running first. Use a clear signal, like a handclap, to mark the passing zone.

Unit 15: Aquatic skills

Unit objectives

By the end of this unit, learners should be able to:

- a** dramatise different water resuscitation techniques.
- b** state water hazards in Zimbabwe.
- c** demonstrate techniques used in front, back and breaststroke.
- d** demonstrate proper diving techniques.

Teaching notes

Water resuscitation techniques

Begin by explaining that knowing how to help someone in trouble in the water is a very important life skill. Emphasize that these are skills to use with adult supervision.

Dramatisation: Divide learners into small groups. Assign each group a different scenario.

- **Scenario A: Reaching rescue**
 - Learners should act out a situation where they use an object like a stick, rope, or towel to reach a person in the water without entering the water themselves.
 - **Key point:** Emphasise the phrase “Reach, don’t go.”
- **Scenario B: Throwing rescue**
 - Have learners pretend to throw a flotation device (like a ring buoy or a life jacket) to someone in trouble.
 - **Key point:** Practice aiming for the person so they can grab the device.
- **Scenario C: Resuscitation (CPR)**
 - This is a sensitive topic. Explain that this is what to do when a person is out of the water and not breathing.
 - Use a doll or mannequin to **demonstrate** simple, age-appropriate steps of CPR (Cardiopulmonary Resuscitation). Focus on calling for help first.
 - **Caution:** Do not have learners perform this on each other. Stick to a demonstration and explanation.
 - **Steps to simplify:**
 - Check for responsiveness.
 - Shout for help.

Tilt the head back slightly to open the airway.

Pinch the nose and give two breaths.

Place hands on the centre of the chest and practice compressions (on a mannequin).

Water hazards in Zimbabwe

Engage learners in a discussion about where they swim. Use this to introduce common water hazards found in Zimbabwe.

Key hazards to discuss:

- **Rivers and dams:** Explain that rivers can have strong, fast currents, and dams often have deep, cold water and submerged objects (like tree branches or rocks) that are hidden from view.
- **Floods:** Emphasise the danger of playing in or crossing flooded areas, as the water can be contaminated and have powerful, unpredictable currents.
- **Swimming pools:** Even in pools, hazards exist. Talk about slippery surfaces around the pool, the danger of running, and the importance of never swimming alone.
- **Animals:** Mention the presence of animals like crocodiles and hippos in rivers and some lakes, and the need to stay away from their habitats.

Swimming strokes: front, back, and breaststroke

Before entering the water, lead a dry-land demonstration of each stroke. This helps learners get the movements right without the distraction of being in the water.

Front crawl (freestyle):

- **Arm action:** Demonstrate the “windmilling” motion of the arms, one arm pulling through the water while the other recovers in the air.
- **Leg action:** Explain the flutter kick, where the legs move up and down from the hips with straight knees and pointed toes.
- **Breathing:** Teach them to turn their head to the side to breathe, “looking at their armpit,” while the other arm is pulling.

Backstroke:

- **Body position:** Emphasise lying on the back, keeping the hips high.
- **Arm action:** Demonstrate the arm motion, which is the reverse of the front crawl—one arm enters the water above the head and pulls, while the other recovers in the air.
- **Leg action:** The flutter kick is also used here.

Breaststroke:

- **Arm action:** Explain the “pull, breathe, sweep, and glide” sequence. The hands push water outwards, then sweep together under the chin, and glide forward.
- **Leg action:** The “frog kick.” Demonstrate how the knees bend, the feet are pulled towards the body, then kicked out and back together.

Proper diving techniques

- **Safety first:** Crucially, stress that diving should only be done in designated deep areas and with an adult present. Start with a kneeling or seated dive before progressing to a standing dive.

Demonstration:

- **Seated dive:** Have learners sit on the edge of the pool. Instruct them to place their arms in a streamlined position, with hands one on top of the other, covering their ears. They should bend forward and slide into the water.
- **Kneeling dive:** Progress to kneeling on the edge. The body should be in a tight tuck with the head down and arms in the streamline position. They should push off with their legs.
- **Standing dive:** From a standing position, have them bend at the waist, keep their head down, and jump forward, entering the water in the streamline position.

Teaching and learning resources

- PlusOne Physical Education and Arts Grade 5 Learner's Book, pages 107-116.
- Physical Education and Arts Grade 3-7 syllabus.
- Charts, goggles, pictures of water bodies, lifebuoys, ropes, rubber balls, electronic gadgets, plastic containers and hoops.

Suggested answers

Activity 15.1

- Lead a discussion on the dangers of water and the need for safety. Introduce the concept of aquatic survival skills in a relatable way ("What would you do if you fell into a pool?").
- Divide learners into small groups and give them guiding questions to discuss: "Why is it important to learn how to swim?" or "What should you do if you see someone in trouble in the water?" Have them present their findings to the class.

Exercise 15.1

- 1 Skills essential for preventing drowning and responding to emergencies in water.
- 2 Treading water, floating, sculling.
- 3 Not for one to drown.
- 4 Face down.
- 5 To stay upright and float in one position.

Activity 15.2

- This activity should be done on dry land and is for demonstration purposes only. Emphasise that learners should never attempt a real rescue without a trained adult present. Show a simple video or use a diagram to explain the basic steps of water resuscitation (checking for breathing, giving chest compressions).
- Have learners work in pairs. One person can be the “rescuer” and the other can be the “drowning victim.” Guide them through the steps of a dry-land rescue, from pulling the “victim” to safety to performing the basic CPR steps they have learned. The focus is on the sequence and the action. Use simple phrases like “check for breathing,” “call for help,” and “start compressions.” This is a serious topic, so maintain a calm and focused environment.

Exercise 15.2

- 1 Drowning, floods, cyclones, lightning.
- 2 Crossing flood river, swimming in open waters.
- 3 Being the tallest object, touching metal objects.
- 4 They wash away people, animals and destroy nature.

Unit revision exercises

Multiple choice answers

- 1 B
- 2 C
- 3 C
- 4 B
- 5 D
- 6 C
- 7 B
- 8 C
- 9 B
- 10 A

Structured questions answers

- 1 Drowning floods cyclones lightning.
- 2 Legs, hands.
- 3 So that one can control breath and practice essential underwater skills.
- 4 Using a ladder/pool steps.
- 5 By giving the person a Shepherd’s crook to hold and throwing a strong rope.

Practical questions guidelines

- 6 **Water entry:** Emphasise that steps and swivel entry are the safest ways to enter a pool without a lifeguard present. Have learners line up at the pool steps. Demonstrate the swivel entry: sitting on the edge, swivelling around, and entering feet-first.
- 7 **Breaststroke technique:** Explain the distinct movements of the breaststroke: the “pull,” “breathe,” and “kick” sequence. Do a “dry land” practice first. Have learners lie on the ground and practice the arm and leg movements. Explain the “frog kick” for the legs and the “heart shape” for the arms.
- 8 **Proper diving:** Emphasise that diving is only safe in deep water. Explain the arrow hand stretch (hands together, thumbs locked, arms straight above the head). Have learners stand at the edge of the pool. Guide them to push off gently, keeping their arms in the “arrow” shape and their head tucked between their arms. The goal is a smooth, controlled entry, not a big splash.

Topic 6

The creative process and performance

Unit 16: Music

Unit objectives

By the end of this unit, learners should be able to:

- a** sing rounds, descants and ostinatos.
- b** play percussion instruments to accompany short melodies.
- c** construct the scale of C Major.

Teaching notes

Singing rounds, descants and ostinatos

Rounds: Start with a familiar song that can be sung as a round, such as “**Row, Row, Row Your boat.**” Explain that a round is a song where different groups start singing the same melody at different times.

- **Activity:** Divide the class into two or three groups. The first group starts singing the song. When they reach a pre-determined point (the word “stream”), the second group starts from the beginning. This creates a layered, harmonious sound.
- **Tip:** Practise the song as a single group first to ensure everyone knows the melody.

Descants: Introduce a descant as a higher melody sung or played above the main melody of a song. It adds richness and harmony.

- **Activity:** Choose a simple, well-known tune like “Twinkle, Twinkle, Little Star.” Teach one group the main melody. Teach another group a simple descant melody (repeating the highest note or a simple pattern) to be sung simultaneously with the main melody.
- **Tip:** Start with a simple descant and gradually increase complexity as learners become more confident.

Ostinatos: Define an **ostinato** as a short, repeated musical phrase or rhythm. It can be a melody, a chord progression, or a rhythmic pattern.

- **Activity:** Use a song with a steady beat. Have one group sing the main melody. Ask another group to sing or clap a simple, repeated rhythmic pattern throughout the song. For example, a simple “clap, clap, rest” rhythm. This provides a rhythmic foundation.

Playing percussion instruments

Explain that **percussion instruments** are played by striking, shaking, or scraping. They are the “heartbeat” of a song, providing rhythm and energy.

Instruments: Use a variety of classroom percussion instruments like drums, shakers, maracas, and rhythm sticks.

Accompanying melodies:

Activity 1 (steady beat): Play a simple, short melody on a keyboard or by singing. Ask learners to use their percussion instruments to play the steady beat of the song. For example, they can tap rhythm sticks on every beat.

Activity 2 (rhythmic patterns): Once learners are comfortable with the steady beat, teach them simple rhythmic patterns. For example, for a four-beat measure, they could play on beats 1 and 3.

Activity 3 (call and response): The facilitator or one group plays a short rhythm, and another group repeats it. This builds aural skills and rhythmic precision.

Constructing the C Major scale

Explain that a **scale** is a series of musical notes arranged in a specific order. The **C Major scale** is a great starting point because it uses only the white keys on a piano.

The musical alphabet: Remind learners of the musical alphabet: **A, B, C, D, E, F, G.**

- **Note order:** Show the learners that the C Major scale starts and ends on the note C. The notes are C, D, E, F, G, A, B, and then back to C.
- **Formula:** Introduce the concept of **tone** (T) and **semitone** (S). Explain that a tone is the distance between two notes with a key in between them (C to D), and a semitone is the distance to the very next note (E to F).
- **The formula:** The C Major scale follows the pattern: **T-T-S-T-T-T-S.**
 C to D = Tone
 D to E = Tone
 E to F = Semitone
 F to G = Tone
 G to A = Tone
 A to B = Tone
 B to C = Semitone
- **Activity:** Have learners sing the C Major scale together using solfège syllables (**Do-Re-Mi-Fa-So-La-Ti-Do**). Use a keyboard or xylophone to demonstrate the scale visually and aurally.

- **Tip:** Use a visual aid, like a diagram of a piano keyboard, to show the notes and the distances between them.

Teaching and learning resources

- PlusOne Physical Education and Arts Grade 5 Learner's Book, pages 117-124.
- Physical Education and Arts Grade 3-7 syllabus.
- Percussion instruments, charts, pitched instruments, music theory apps and ICT tools

Suggested answers

Activity 16.1

- Explain a round as a song where groups start at different times but sing the same melody. Introduce binary form (A and B parts) and descant (a harmony sung above the main melody). Explain ostinato as a repeating rhythm.
- Start by teaching the song as a single group. Once they are confident, divide them and try the round. When adding the binary form, use different rhythms for each part to make it distinct.

Exercise 16.1

- 1 It is a type of song where two or more groups sing in the same melody but start at different times.
- 2 *Bundo ratsva.*
- 3 Rounds and binary.
- 4 Rounds is when two or more groups sing the same melody but start at different times while binary refers to a song made up of two contrasting sections.
- 5 Binary

Activity 16.2

- Explain that tuned instruments (like marimba and mbira) can play specific notes (do, re, mi), while untuned instruments (like clappers and hosho) produce sounds that don't have a specific pitch.
- Give half the group tuned instruments and the other half untuned ones. Have them play a simple rhythm together. This will show them how both types of instruments are needed to create a full musical piece.

Exercise 16.2

- 1 *Marimba, mbira piano*
- 2 *Triangle clappers, hosho*
- 3 *Mbira*

- 4 *Marimba*
- 5 Maintain rhythm, add melody and enrich harmony.

Activity 16.3

- Explain that a scale is a set of musical notes. Use a chart or whiteboard to write down the notes of the C Major scale: C, D, E, F, G, A, B, C. Explain that the syllables (Do, Re, Mi) are a simple way to sing the notes.
- Have learners practise playing the scale on a marimba or keyboard. This is a great way to reinforce the names of the notes and the feeling of the scale. Encourage them to sing along with the notes.

Exercise 16.3

- 1 Refer to the scale in the Learner's Book page 122.
- 2 C
- 3 Whole
- 4 5 wholes
- 5 Helps in reading music, creating melodies, improving playing or singing.

Unit revision exercises

Multiple choice answers

- | | |
|-----|------|
| 1 D | 6 A |
| 2 C | 7 C |
| 3 C | 8 C |
| 4 C | 9 C |
| 5 A | 10 D |

Structured questions answers

- 1 (a) Type of song where two or more groups sing the same melody but start at different times.
 (b) scale is a group of musical notes arranged in order.
 (c) descants is a high harmony line sung or played above the main melody of a song.
- 2 C-D-E-F-G-A-B-C
- 3 Turned *mbira*, *marimba*, unturned triangle clappers.
- 4 Maintain rhythm add melody and enrich harmony.
- 5 Helps reading music, creating melodies and improving singing.

Practical questions guidelines

- 6 **Round singing:** Guide learners to focus on listening to the other groups so they can stay in time. Recording the performance will help them hear how the different parts blend.
- 7 **Untuned instruments:** This is about rhythm and timing. Encourage learners to feel the beat and keep a steady rhythm with their instruments.
- 8 **Class ensemble:** This is the final performance. Guide learners to use everything they have learned — tuned and untuned instruments, descant, and ostinato — to create a memorable performance. Encourage them to assign roles and practice together.

Unit 17: Visual arts

Unit objectives

By the end of this unit, learners should be able to:

- a apply elements of art and principles of design in observational, still life and life drawing.
- b create drawings and paintings utilising different tonal variations.
- c assemble a three-dimensional craft work using local materials.
- d create a work of art that promotes environmental awareness.

Teaching notes

Elements of art and principles of design

Explain that elements of art are the basic building blocks used by artists. They include line, shape, form, color, value (lightness and darkness), texture, and space. Principles of design are the rules artists follow to arrange these elements. They include balance, emphasis, movement, pattern, rhythm, unity, and contrast.

Activity: Observational and still life drawing

- Set up a simple still life in the classroom using common objects like fruits, a vase, or books.
- Instruct learners to draw what they see, focusing on key elements and principles.
- **Focus on line:** Have them observe the outlines of the objects and draw them using different types of lines (thick, thin, curved, straight).
- **Focus on shape and form:** Explain that **shape** is two-dimensional (flat), while **form** is three-dimensional. Encourage them to see the objects as forms by adding shading to show depth.
- **Focus on balance:** Discuss how to arrange the objects in their drawing to create a sense of balance.

Tonal variations

Tonal variation is the use of different shades of light and dark. It is essential for creating a sense of form, depth, and three-dimensionality in a two-dimensional artwork.

Activity: Creating tonal scales

- Provide learners with a pencil and paper.
- Instruct them to create a **tonal scale** by drawing a long rectangle and dividing it into 5-7 smaller sections.
- Starting from one end, they should fill the first box with the lightest shade (barely touching the paper) and gradually increase the pressure to make each subsequent box darker, ending with the darkest shade possible.
- **Application:** Once they understand the concept, have them apply this to their drawings. Show them how to use darker tones for shadows and lighter tones for highlights.

Three-dimensional craftwork

Explain that **three-dimensional (3D) art** has height, width, and depth. This project will use local and readily available materials, promoting resourcefulness and creativity.

Materials: Gather a variety of local materials such as clay, sticks, stones, dried leaves, maize cobs, or recycled items like plastic bottles and cardboard.

Activity: Assembling a 3D sculpture

- Challenge learners to create a small sculpture or model using the materials provided.
- **Brainstorming:** Have them think about what they want to create (an animal, a house, a vehicle).
- **Construction:** Guide them through the process of assembling the parts. Discuss methods of joining materials, such as using natural glues (like a thick paste of mud or flour), or by tying with string.
- **Tip:** Encourage teamwork and sharing of ideas and materials. This also helps them appreciate the beauty and utility of local resources.

Art for environmental awareness

Explain that art can be a powerful tool to share messages and raise awareness about important issues, like protecting the environment.

Discussion: Have a class discussion about environmental issues in Zimbabwe, such as littering, deforestation, or water pollution.

Activity: Creating a poster

- Provide learners with drawing paper and a variety of materials (paints, crayons, markers).

- Challenge them to create a work of art (a poster, a painting, or a drawing) that sends a clear message about environmental care.
- **Ideas for messages:** “Stop Littering!”, “Plant a Tree,” “Save Our Water.”
- **Application of skills:** Encourage them to apply the skills they have learned—using strong lines, clear shapes, and contrasting colours to make their message stand out.
- **Sharing:** Have learners present their artwork to the class and explain the message behind it. This reinforces the importance of their message and builds confidence.

Teaching and learning resources

- PlusOne Physical Education and Arts Grade 5 Learner’s Book, pages 125-131.
- Physical Education and Arts Grade 3-7 syllabus.
- Scale models, bubble wrap, hessian, audio, scripts, craft form, glue, clay, artefacts, natural dyes and paint.

Suggested answers

Activity 17.1

- Set up a simple still life with clear lighting. Explain that shading helps objects look three-dimensional.
- Guide learners to first identify where the light is coming from. Then, have them look for the lightest parts and the darkest parts (shadows) on the objects before they begin to shade.

Exercise 17.1

- | | |
|------|-------------------------|
| 1 M | 4 B |
| 2 B | 5 Pencil, crayon, ruler |
| 3 C8 | |

Activity 17.2

- Demonstrate each technique on the board. The four common techniques are: hatching (parallel lines), cross-hatching (intersecting lines), stippling (dots), and blending (smooth shading).
- Provide a handout with the four shapes (cube, sphere, cone, cylinder) and clear space for learners to practice each shading method. Remind them to vary the pressure on their pencil to create different shades.

Exercise 17.2

- 1 Is the use of different shades of light and dark to give drawings a realistic appearance.
- 2 By parallel lines placed closely together.
- 3 Stippling

- 4 Stippling is shading with small dots while blending using fingers, paper stumps or tissue to smooth out pencil marks.
- 5 To produce realistic effects.

Activity 17.3

- Explain that a collage is a piece of art made by sticking different materials onto a surface.
- Encourage learners to tear and cut the paper and fabric into different shapes and sizes. They should layer the materials to create depth and texture in their picture.

Exercise 17.3

- 1 Arts are flat and have only height and width.
- 2 Drawings, paintings, collage and printmaking.
- 3 Brushes and hands.
- 4 Involves cutting and gluing different materials.
- 5 Paper, fabric, glue.

Activity 17.4

- Show learners how to safely handle and twist the wire to create a basic shape or skeleton for their animal or tree.
- Explain that the beads and other recycled materials are used to add colour and detail. The wire is the “skeleton” that holds it all together.

Exercise 17.4

- 1 Art that can be looked at from many different sides or angles.
- 2 Sculptures, models, masks, baskets, pots and crafts.
- 3 Reduce environmental waste.
- 4 Pliers, scissors, glue, paintbrush.
- 5 Decorative artworks.

Activity 17.5

- Lead a discussion on the importance of caring for the environment. Ask learners to brainstorm a clear message they want their artwork to send (“Reduce, Reuse, Recycle”).
- Guide learners to find safe waste materials to use. Emphasise that the art should have a strong, clear message.

Exercise 17.5

- 1 Art based on the environment.
- 2 Cans, bottle tops, cardboard, paper, old clothes and plastics (any three).
- 3 It keeps rubbish out of the environment.
- 4 Encourages clean environment. Not all nature is useless-we can still utilise nature in art.
- 5 Mats or baskets.

Unit revision exercises

Multiple choice answers

- 1 D
- 2 D
- 3 C
- 4 C
- 5 C
- 6 C
- 7 B
- 8 C
- 9 B
- 10 C

Structured questions answers

- 1 Is the use of different shades of light and dark to give drawings a realistic appearance.
- 2 Hatching, cross-hatching, stippling, blending.
- 3 Because it is created on a flat surface.
- 4 Newspaper
- 5 Environmental waste.

Practical questions guidelines

- 6 **Still-life with shading:** This is an assessment of their shading skills from Activity 17.1. Guide them to choose a technique they feel confident with and to focus on getting the light and shadows right.
- 7 **Environmental poster:** Encourage learners to use the colour wheel (choosing bright, bold colours to grab attention). The poster should have a clear visual message without too many words.
- 8 **Group mural:** This is a teamwork activity. Guide the learners to work together on a single design. The focus is on cooperation and creating a powerful message using the recycled materials.

Unit 18: Theatre

Unit objectives

By the end of this unit, learners should be able to:

- a** create themes with universal themes.
- b** improvise plays with universal themes.
- c** identify stage areas.
- d** use stage areas for effective artistic creativity.
- e** develop characters for a script.

Teaching notes

Universal themes

Explain that universal themes are ideas or messages that are relevant to people everywhere, regardless of their culture or background. These are powerful ideas that we can all relate to.

Brainstorming: Engage the class in a discussion about what makes a good story. Ask them to share their favourite stories or films. Guide them to identify the main message or moral of the story.

Examples of universal themes: Provide simple, relatable examples that resonate with learners' experiences.

- **Friendship:** The importance of friends and working together.
- **Courage:** Being brave even when you are scared.
- **Family:** Love and support from family members.
- **Honesty:** Telling the truth.
- **Respect:** Treating others with kindness and respect.

Activity: Creating themes - Divide learners into small groups and assign each group a different universal theme. Their task is to brainstorm a simple story idea or scenario based on that theme. For example, for "Friendship," they could create a story about two friends who help each other overcome a challenge.

Improvvised plays

Explain that improvisation is acting without a script. It's about being creative on the spot and listening to what your partners are doing.

Activity: Improve with universal themes:

- Use the themes developed in the previous activity.
- Challenge each group to act out their story idea without a pre-written script.

Rules of improvisation:

- **“Yes, and...”** Teach learners to accept their partners’ ideas and build upon them. For example, if one person says, “We’re lost in the jungle,” the next person should say, “Yes, and a monkey just stole our map!”
- **Listen to others:** Emphasise the importance of listening and reacting to what other actors are saying and doing.

Performance: Allow each group to perform their short, improvised play for the class. This encourages confidence and quick thinking.

Stage areas

Explain that understanding stage areas helps actors know where to stand and move to be seen and heard by the audience. A stage is divided into different sections.

Identification: Draw a simple diagram of a stage on the board.

- **Downstage:** Closest to the audience.
- **Upstage:** Furthest from the audience.
- **Centre stage:** The middle of the stage.
- **Stage left/right:** The actor’s left and right when facing the audience.

Activity: Using stage areas:

Practise with movement: Give learners simple instructions to practice using the areas. “Walk to downstage right.” “Move to upstage centre.”

For artistic creativity: Explain how these areas can be used to tell a story.

- **Upstage:** Can be used to show a character is shy or distant.
- **Downstage:** Can be used to show a character is confident or is sharing an important secret with the audience.
- **Centre stage:** The most important moments often happen here because it draws the most attention.

Character development

Explain that **character development** is the process of creating a believable person for a play. It is not just about what they do, but who they are.

Activity: Character worksheet:

Provide learners with a simple worksheet or guide for creating a character.

Questions to consider:

- What is your character’s name and age?
- What do they look like? (Hair colour, clothing)
- How do they walk and talk? (Fast, slow, quiet, loud)

- What do they love and what do they hate?
- What is their biggest dream or fear?

Application: Once learners have created their characters, have them use their improv skills to act as that character. This helps them bring their character to life and makes their performances more believable. Encourage them to practice their character’s walk or voice in front of a mirror.

Teaching and learning resources

- PlusOne Physical Education and Arts Grade 5 Learner’s Book, pages 132-137.
- Physical Education and Arts Grade 3-7 syllabus.
- Theatre area, internet, lights, torches, candles, sunlight, print media and ICT tools.

Suggested answers

Activity 18.1

- Explain that improvisation is acting without a script, making things up as you go. Assign the pairs and their scenarios.
- Encourage them to listen carefully to their partner’s lines. The prop should be used in a creative way (the shoe could be a phone; the stick could be a sword). The focus is on being imaginative and responding to their partner.

Exercise 18.1

- 1 Acting without a script using invented ideas.
- 2 Poverty, marriage, death.
- 3 Clear motivation for their action.
- 4 The way they move their bodies.
- 5 Providing concrete elements.

Activity 18.2

- Explain the different parts of a stage using a simple diagram. Explain that “stage left” and “stage right” are from the actor’s perspective, not the audience’s performance.
- Have them use a shoe box or a piece of cardboard to create a small model. They should draw the different areas and label them clearly. This hands-on activity helps them remember the names of the areas.

Exercise 18.2

- 1 Middle of the stage.
- 2 Stage left
- 3 Backstage
- 4 directors
- 5 Stage hidden for the audience before making the entrance and exit.

Activity 18.3

- Explain the key parts of a character: their appearance (what they look like), personality (who they are) and motivation (what they want). Explain that conflict is the problem in the story.
- Have them brainstorm their characters and plot before they start writing. Remind them that the script should be short and that the dialogue should show the characters' personalities.

Exercise 18.3

- 1 Creating the written text of a play.
- 2 An instruction indicating the movement/position.
- 3 Empathy and charisma.
- 4 Facial expressions.

Unit revision exercises

Multiple choice answers

- | | |
|-----|------|
| 1 B | 6 D |
| 2 D | 7 C |
| 3 C | 8 C |
| 4 B | 9 B |
| 5 C | 10 B |

Structured question answers

- 1 Acting without a script using invented ideas.
- 2 topics that affect people across the world.
- 3 So that the audience can see clearly.
- 4 The driving force behind a character's actions and decisions.
- 5 Crying

Practical questions guidelines

- 6 **Skit on a universal theme:** Guide groups to choose a theme everyone understands, like friendship, kindness, or honesty. The skit should have a clear message.
- 7 **Stage diagram:** This is a review of Activity 18.2. They should be able to draw and label all the stage areas from memory.
- 8 **Planning a short play:** This is a final project that combines all the skills. Guide learners to plan a simple story with a clear beginning (setting the scene), middle (the conflict), and end (the resolution). They should think about their characters, props, and setting.

Unit 19: Dance

Unit objectives

By the end of this unit, learners should be able to:

- a** identify different complex movement sequences in indigenous dances.
- b** perform complex dance styles.
- c** demonstrate principles of balance in dance.
- d** identify movement problems and solutions.

Teaching notes

Identifying complex movement sequences

Explain that indigenous dances are traditional dances that have been passed down through generations. They often tell stories, celebrate events, or are part of rituals. They are not just random movements; they have specific, detailed patterns, which we call sequences.

Activity: Observation and breakdown

- Show learners a video of a local traditional dance, like a Jikinya, Mbakumba, or Dinhe dance from Zimbabwe.
- As they watch, ask them to focus on the different parts of the dance.

Questions to guide them:

- What do the dancers' hands do?
- What are their feet doing?
- Do they move in a line or in a circle?
- Does the dance have a beginning, middle, and end?

Break down a simple sequence from the dance, such as a foot stomp followed by a hand clap and a turn. Have the class practice each step individually before putting them together.

Performing complex dance styles

Now that they can identify the sequences, it is time to learn how to perform them. Complex dance styles require practice and coordination.

- Teach the class a short, complex sequence from the dance video you showed them.
- Demonstrate the sequence slowly, breaking it into smaller parts. For example, "Step-right-left, clap, turn-right."
- Have them repeat the movements after you. Use a call and response method to help them remember the steps.

Incorporating music: Once they know the sequence, add the music. Explain that the beat and rhythm of the music are a guide for their movements. This helps them learn to keep time and perform the dance with energy.

Demonstrating principles of balance in dance

Explain that **balance** is crucial in dance. It's about staying stable and in control of your body. Good balance helps dancers perform difficult moves without falling.

Activity: Balance drills

- **Static balance:** Have learners stand on one foot for as long as they can. Challenge them to try it with their eyes closed.
- **Dynamic balance:** This is about maintaining balance while moving. Have them try to walk along a straight line on the floor or practice a graceful turn without wobbling.
- **Putting it into practise:** Revisit the indigenous dance sequence. Point out moments where dancers must use balance, such as when they lift a leg or hold a specific pose. Encourage learners to consciously engage their core muscles to maintain their balance.

Identifying movement problems and solutions

It is okay to make mistakes. Dancers often face **movement problems**, but they learn how to fix them. A key skill is being able to identify what is wrong and find a solution.

Activity: “The movement detective”

Have learners perform a short sequence in small groups.

After the performance, ask them to identify any problems they had. Examples of problems could be:

- “We weren’t all moving at the same time.”
- “I couldn’t balance on one leg.”
- “My hands were in the wrong position.”

Finding solutions: Guide them to find solutions for each problem.

- **Problem:** Not moving together. **Solution:** Practice to a steady drum beat or count out loud.
- **Problem:** Losing balance. **Solution:** Focus on a spot on the wall and tighten your stomach muscles.
- **Problem:** Wrong hand position. **Solution:** Watch the teacher’s demonstration carefully and repeat the movement slowly.

Encourage learners to help each other and offer constructive feedback. This builds a supportive learning environment.

Teaching and learning resources

- PlusOne Physical Education and Arts Grade 5 Learner’s Book, pages 138-146.
- Physical Education and Arts Grade 3-7 syllabus.

- ICT tools, print media, resource person, picture books, dance groups, costumes and props and instruments.

Suggested answers

Activity 19.1

- Encourage learners to brainstorm different movements (a spin, a jump, a slow walk). Show them how to connect these movements smoothly.
- Have learners work in pairs. One person suggests a movement, and the other adds to it, building the sequence step by step.

Exercise 19.1

- 1 *Mhande, Mbakumba, Amabhiza*
- 2 Footwork variation.
- 3 Locomotor involves movement, while non-locomotor movement stays in one spot.
- 4 Convey emotions and meaning.
- 5 Fingers and thighs.

Activity 19.2

- Explain that a stronger push from the legs creates a higher jump.
- Encourage learners to observe how their body adjusts to maintain balance. When they stand on one leg with their eyes closed, ask them to feel their muscles working to keep them steady.

Exercise 19.2

- 1 Weight and force between dancers.
- 2 For balance, prevent injury.
- 3 Foot placement, weight distribution.
- 4 Injury risk, loss of balance.
- 5 Spotting

Activity 19.3

Explain each form clearly:

Canon: One group starts, then the next group starts the same movement, like a wave.

Mirroring: Facing a partner and doing the same movements.

Call and response: One group does a movement, and another group responds with a different movement.

Use simple, repetitive movements to start. For example, a simple clap-clap-stomp can be done in a canon or call-and-response form.

Exercise 19.3

- 1 Entertainment for the audience.
- 2 Ballet, contemporary dance.
- 3 Tell a story, cultural themes, and create visual interest.
- 4 Unison and canon.
- 5 Storytelling costumes.

Activity 19.4

- 1 Begin by having a class discussion about different types of movement, such as straight, curved, and zig-zag lines. Use a whiteboard or a large piece of paper to draw these movements. Then, demonstrate a simple movement problem and its solution to the class. Encourage students to be creative and not worry about making mistakes.
- 2 Advise groups to start by brainstorming ideas and drawing their proposed solution on paper before they start moving. They should then experiment with the movements and formations, practicing until they can present their solution smoothly. Remind them that every member of the group must be involved in creating and performing the solution.
- 3 Assess the creativity of the movement problem and the solution. Evaluate the group's ability to work together effectively and the clarity of their final presentation.

Exercise 19.4

- 1 A specific task or challenge in choreography that encourages dancers to think creatively.
- 2 Movement solutions require cooperation and experimentation.
- 3 Movement options.
- 4 Builds problem-solving skills, confidence, creativity and teamwork. Helps dancers understand body mechanics and enhances their choreography. (Any two)
- 5 Helps dancers understand body mechanics and enhances their choreography.

Unit revision exercises

Multiple choice answers

- | | | | |
|---|---|----|---|
| 1 | C | 6 | B |
| 2 | B | 7 | B |
| 3 | C | 8 | C |
| 4 | C | 9 | C |
| 5 | C | 10 | C |

Structured questions answers

- 1 Afro beat/hip-hop
- 2 Gesture is a movement of a part of the body, especially the hand or head, to express an idea or meaning.
- 3 Unison, contrast
- 4 Direction, level
- 5 Enhancing storytelling, adding visual interest, creating symbolism, and interacting with movement.

Practical questions guidelines

- 6 **Gliding, spinning, rising:** Guide learners to focus on smooth, controlled transitions between each movement.
- 7 **Group dynamics:** Have groups choose one dynamic they feel comfortable with and practice it until it's smooth and synchronised.
- 8 **Five elements of movement:** Remind learners of the five elements: space (where they move), time (the speed), force (the energy), flow (the smoothness), and body (the shape). They should try to include all five in their routine.

Unit 20: Arts aesthetic value appreciation

Unit objectives

By the end of this unit, learners should be able to:

- a identify the use of elements and principles of arts in creating mood and feeling in artworks.
- b compare artworks based on elements and principles of design.
- c exhibit artworks for judgement purposes.

Teaching notes

Creating mood and feeling in artworks

Explain that artists are like storytellers. They use elements of art (like line, color, and shape) and principles of design (like balance and rhythm) to make the viewer feel a certain way.

Activity: Show learners two paintings with very different moods, for example: a bright, sunny landscape and a dark, stormy seascape.

Discussion:

- **Colour:** Ask them to describe the colours in each painting. Explain that warm colours (reds, yellows) can create feelings of happiness or anger, while cool colours (blues, greens) can create a sense of calm or sadness.
- **Line:** Discuss the types of lines. Wavy, flowing lines might feel peaceful, while jagged, sharp lines might feel tense or chaotic.
- **Value:** Point out how light and dark areas (value) are used to create mood. A painting with a lot of dark shadows might feel mysterious, while a bright painting feels cheerful.

Task: Have learners draw a simple picture and use only two colours—one that makes them feel happy and one that makes them feel sad.

Comparing artworks

Explain that when we compare artworks, we are not saying one is better than the other. We are simply using our knowledge of the elements and principles to understand how the artist created their work.

Activity: Choose two artworks that have a similar subject but different styles (for example, a realistic portrait and a cartoon-like portrait).

Comparison chart: Create a simple chart on the board with two columns: “Artwork A” and “Artwork B.” In each row, list an element or principle.

Example rows:

- **Line:** Are the lines thick or thin? Straight or curved?
- **Balance:** Does the artwork feel balanced? Is it symmetrical?
- **Emphasis:** What is the most important part of the artwork? How did the artist make it stand out?

Task: Have learners work in pairs to discuss and fill in the chart. This activity helps them use the correct art vocabulary.

Exhibiting artworks for judgment

Explain that an art exhibition is a way for artists to share their work with others. Judgment is a formal way of giving feedback. It is a chance to explain your work and hear what others think.

Preparation: Have learners select one of their completed artworks that they are most proud of.

Exhibition setup:

- Find a space in the classroom to display the artworks. You can pin them to a wall or lay them on a table.
- Encourage learners to title their work and write a short sentence or two explaining their process or the feeling they wanted to create.

Judgment/peer review:

- Have learners walk around and look at each other's work.
- Provide them with a simple feedback sheet. They can write down one thing they like about each artwork and one thing they think the artist did well.
- **Ground rules:** Emphasise that feedback should always be constructive and kind. The goal is to learn from each other.
- Have a few learners stand by their artwork and briefly explain it to their classmates. This builds confidence in presenting their work.

Teaching and learning resources

- PlusOne Physical Education and Arts Grade 5 Learner's Book, pages 147-151.
- Physical Education and Arts Grade 3-7 syllabus.
- ICT tools, relevant reference books, resource person, resource centres, tactile artworks and collage, sign language interpreters, adaptive art tools, instructional visuals and customised sign language cards.

Suggested answers

Activity 20.1

- Show learners a selection of diverse artworks (paintings, photographs, sculptures). Ask guiding questions such as, "How does this artwork make you feel?" and "What colours or lines do you think the artist used to create that feeling?"
- Point out specific elements and principles. For example, explain how jagged lines can show excitement, while soft, curved lines can show calm.

Exercise 20.1

- 1 Line continuous mark made on a surface by a drawing tool., shape - two- and three-dimensional shapes, space, a sense of depth, distance and atmosphere in a work of art, colour is the property of an object, value, the lightness or darkness of an object, texture, how something looks or feels.
- 2 Horizontal- peace, Vertical - strength, Diagonal - movement, Curved- calm.
- 3 Red and orange.
- 4 By directing viewers' attention to create movement.
- 5 By guiding the viewer's eye.

Activity 20.2

- Help learners create a small "gallery" in the classroom by hanging their artworks. Provide cards for each student to write their title and a short explanation.
- Encourage learners to describe their artistic choices. For example, "I used a cool colour palette to make the scene feel peaceful."

Exercise 20.2

- 1 Helps judges to compare artworks based on visual elements and principles.
- 2 Yes it does because it shows progress or not.
- 3 To protect artwork.
- 4 Understand artistic intent.
- 5 Shows the artist's effort.

Unit revision exercises

Multiple choice answers

- | | |
|-----|------|
| 1 C | 6 D |
| 2 D | 7 A |
| 3 B | 8 B |
| 4 C | 9 B |
| 5 B | 10 C |

Structured questions answers

- 1 Balance, contrast, emphasis, rhythm, unity and variety.
- 2 Carry symbolic meaning.
- 3 Line, shape and form, space, colour, value, texture.
- 4 Visual interest.
- 5 Is a way to share, judge and improve creativity.

Practical questions guidelines

- 6 **Drawing with emotion:** Give learners a simple prompt, like “Draw a happy moment” or “Draw something that makes you feel sad.” Remind them to use warm colours (reds, oranges, yellows) for joyful feelings and cool colours (blues, greens, purples) for sad or calm feelings. They should also label the elements (line, colour, shape) and principles (balance, emphasis) they used.
- 7 **Comparing two artworks:** Have learners choose two artworks from the class and lead them in a discussion using specific terms. Guide them to describe what they see using words like straight or curved lines, bright or dark colours, and smooth or rough textures.
- 8 **Critique and reflection by classmate:** Explain that a critique is not about saying “I don’t like it.” It is about offering helpful suggestions. Encourage learners to start with positive feedback (“I really like your use of bold colours!”) before suggesting one specific improvement (“Maybe you could add more shading here to make the fruit look rounder?”). The reflection helps them understand why they made the change.

Topic 7

Physical Education, Sports and Arts technology

Unit 21: Technology in Physical Education and Arts

Unit objectives

By the end of this unit, learners should be able to:

- a identify internet ethics in Physical Education and Arts.
- b state technological tools in Physical Education and Arts.
- c classify Physical Education and Arts technological tools according to discipline.
- d apply Physical Education and Arts software to produce artworks.

Teaching notes

Internet ethics in Physical Education and Arts

- **Introduction:** Explain that internet ethics means using the internet in a good, safe, and respectful way. It is just as important in Physical Education and Arts as it is in other subjects.
- **Discussion:** Ask learners how they might use the internet for Physical Education (watching videos of athletes) or Arts (for example, looking at famous paintings). This will lead to a discussion of ethics.

Key ethical rules:

- **Copyright:** Explain that most images and videos on the internet are owned by someone. They should ask for permission or give credit to the creator if they want to use their work. This prevents plagiarism.
- **Online safety:** Emphasise that they should never share personal information (like their name or school) online. They should also not talk to strangers.
- **Respect:** Teach them not to post unkind comments about other people's artwork or athletic performance. They should always be encouraging and respectful.

Technological tools in Physical Education and Arts

- **Introduction:** Many tools help us learn and create in Physical Education and Arts. These are not just computers; they are any device that uses technology.
- **Brainstorming activity:** Ask learners to think of tools they've seen used in these subjects. Write their answers on the board.

Examples:

- **Physical Education:** Stopwatches, heart rate monitors, sports cameras, smartwatches, and fitness apps on a phone or tablet.
- **Arts:** Digital cameras, drawing tablets, graphics software on computers, and projectors.

Classifying technological tools

Explain that classifying things helps us to organize our knowledge. We can group the tools they identified into two categories: those for PE and those for Arts.

Activity: Create a two-column chart on the board or on a large piece of paper. Label one column "Physical Education" and the other "Arts."

Task: Have learners take turns writing the tools from the previous activity into the correct column. Discuss why each tool fits in its category. For example, a stopwatch measures time in a race, so it goes in Physical Education. A digital camera can be used to take pictures of an artwork, so it goes in Arts.

Applying software to produce artworks

Explain that artists no longer just use pencils and paint. Many use software to create beautiful digital art. This allows for new ways of creating and editing.

Activity: Use simple, accessible software that is easy for Grade 5 learners to use. Tux Paint or a similar drawing program is a great option.

Demonstration: Show learners how to use the basic tools:

- **Brushes:** Demonstrate how to change the brush size, shape, and texture.
- **Colours:** Show them how to select and mix colours.
- **Shapes:** Explain how to insert pre-made shapes.
- **Eraser:** Demonstrate how to correct mistakes.

Creative task: Give learners a simple project to complete. For example, "Draw a picture of your favourite animal and use at least three different tools in the software." Encourage them to be creative and explore the software's features.

Teaching and learning resources

- PlusOne Physical Education and Arts Grade 5 Learner's Book, pages 152-160.
- Physical Education and Arts Grade 3-7 syllabus.

- ICT tools, charts, banners, sound effects equipment, musical instruments, tactile collage printing paper, PVC material.

Suggested answers

Activity 21.1

- Define internet ethics in simple terms. Explain concepts like copyright (the rule that says you can't just take someone's work) and giving credit (mentioning who made the original art).
- Divide the class into two groups: one to argue for strict rules on sharing art and the other to argue for more freedom. Guide them to use simple, clear points.

Exercise 21.1

- 1 Online portfolios, promotion, digital art creation.
- 2 Guidelines that govern online behaviour.
- 3 Copyright, plagiarism and originality.
- 4 Copying someone's work.
- 5 Protects creators' rights and encourages originality.

Activity 21.2

- Bring a computer to the front of the class or use a large chart. Point to each part — monitor, keyboard, mouse, and CPU — and say its name and function.
- Have learners copy your diagram and label the parts themselves. This hands-on task will help them remember the names.

Exercise 21.2

- 1 Heart rate monitor, pedometers, stopwatches and video cameras.
- 2 Digital camera
- 3 Printer
- 4 Allows the artist to draw directly onto a computer screen using a stylus.
- 5 It enables creating detailed and expressive artwork easy.

Activity 21.3

- Explain what a collage is (using different materials to create a picture). Provide all the materials they need.
- Guide learners to first draw the calendar grid lightly with a pencil. They can then decorate it with magazine images and coloured paper. Remind them to write the month and days clearly.

Exercise 21.3

- | | | | |
|---|----------------|---|-------------|
| 1 | Graphic design | 4 | Digital art |
| 2 | Image editing | 5 | Digital art |
| 3 | Image editing | | |

Unit revision exercises

Multiple choice answers

- 1 A
- 2 B
- 3 D
- 4 B
- 5 B
- 6 D
- 7 C
- 8 C
- 9 B
- 10 B

Structured questions answers

- 1 Stopwatch and graphic tablet.
- 2 To moral principles and guidelines that govern the use of the internet.
- 3 3-D modelling software, digital painting software.
- 4 Sustainable materials reduce waste and minimise harm to the environment.
- 5 Stylus or a graphic tablet.

Practical questions guidelines

- 6 **Internet ethics poster:** Guide learners to choose one simple message for their poster, such as “Always ask before you share,” or “Be kind online.” The poster should have bold text and a simple, clear image. The goal is for the message to be understood immediately.
- 7 **Digital slideshow:** Use a basic program to show learners how to add photos, title slides, and sound effects. Encourage them to tell a simple story, like “A Day in PE,” using their photos.
- 8 **Tactile collage artwork:** Explain what tactile means (using texture that you can feel). Discuss the theme of “healthy living” and brainstorm ideas like fruits, vegetables, or people exercising. Have learners work in a group and create a large artwork together. Use safe materials like plastic bottle tops, cardboard, or old fabric.

Topic

8

Physical Education and Arts enterprise

Unit 22: Entrepreneurship in Physical Education and Arts

Unit objectives

By the end of this unit, learners should be able to:

- a identify different careers in physical education and arts.
- b construct instruments and equipment for sale.
- c list ways of observing business ethics and soft skills.
- d explain the role of *ubuntu/unhu/vumunhu* in arts enterprises.

Teaching notes

Careers in Physical Education and Arts

Explain that what they learn in PE and Arts can lead to real jobs and careers. This lesson is about seeing these subjects as more than just school activities.

Brainstorming: Ask learners to think about jobs related to sports and arts. Write their ideas on the board.

Career examples:

- **Physical Education:** Sports coach, fitness trainer, sports journalist, physiotherapist, referee, and professional athlete.
- **Arts:** Painter, sculptor, musician, dancer, fashion designer, graphic designer, and photographer.

Discussion: Talk about what each job entails. For example, a fitness trainer helps people exercise safely, and a graphic designer uses a computer to create posters and logos.

Constructing instruments and equipment

Explain that an entrepreneur is someone who starts a business. We can be entrepreneurs right here by making simple items that we can sell.

Activity: Choose a simple item to construct using local, inexpensive materials.

- **Musical instruments:** Make shakers from plastic bottles filled with small stones or seeds.
- **PE equipment:** Create jump ropes from recycled materials or make small beanbags for throwing games.

Steps:

- **Design:** Have learners sketch out their design.
- **Gather materials:** List the necessary materials.
- **Construct:** Guide them through the process of building the item.
- **Pricing:** Ask them to think about how much they would sell their item for. This introduces the concept of cost and profit.

Business ethics and soft skills

Explain that to run a successful business, it's not just about what you sell, but **how** you sell it. This involves using good manners and being a good person.

Business ethics:

- **Honesty:** Talk about the importance of being truthful about their product. For example, not saying a jump rope is unbreakable if it is not.
- **Fair pricing:** Discuss charging a fair price that is not too high or too low.

Soft skills:

- **Customer service:** Explain that a good business owner is kind and polite to customers.
- **Communication:** Emphasise the need to explain their product clearly and listen to what the customer wants.
- **Teamwork:** If they work in groups, talk about sharing ideas and cooperating.

Role of Ubuntu/Unhu/Vumunhu in arts enterprises

Remind learners about the concept of *ubuntu*, which is a key part of Zimbabwean culture. It means "I am because we are." It's about community, kindness, and humanity.

Discussion: Ask them how this idea applies to their small business.

Ubuntu/Unhu/Vumunhu in arts enterprises:

- **Sharing skills:** Explain that they can share their artistic skills with others, teaching them to make things.
- **Community support:** Talk about how a community supports its artists. People buy local crafts to help their neighbours.
- **Fairness:** Emphasise that *ubuntu* means treating everyone, from their business partners to their customers, with respect and fairness.

Task: Have learners discuss how they can make their small business reflect the values of *ubuntu*.

Teaching and learning resources

- PlusOne Physical Education and Arts Grade 5 Learner's Book, pages 160-175.
- Physical Education and Arts Grade 3-7 syllabus.
- Percussion instruments, charts, instructional visuals, drama activities and audio transcripts.

Suggested answers

Activity 22.1

- Start by brainstorming with the class about jobs they know. Guide them to think beyond the obvious (a sports coach) to more creative ones like a professional dancer, an artist who sells their work, or a musical instrument maker.
- Have groups draw a simple chart with two columns: Job title and Duties. Encourage them to find pictures from magazines or draw them to illustrate each job.

Exercise 22.1

- 1 Physical Education teacher/lecture, sports coach, trainer, athlete.
- 2 Creates cartoons and images using software.
- 3 Plan and organise an exhibition, care for artworks.
- 4 Curator
- 5 Branding materials.

Activity 22.2

- Explain that people have been resourceful for centuries, creating tools from what they have. Show them an example of a simple paintbrush made from a twig and grass.
- Guide learners on how to safely gather materials and construct a simple brush. The goal is to show how art can be made with anything.

Exercise 22.2

- 1 Posters and banners, charcoal pencils, masks and drums.
- 2 By burning small dry sticks in a sealed metal container until they turn into charcoal.
- 3 Unique and special.
- 4 Financial gain and job creation.
- 5 Size

Activity 22.3

- Explain the importance of posters and costumes in storytelling. Guide learners to think about their audience and what message they want to send with their performance.
- Encourage groups to create a simple costume plan (“Mischievous child wears old clothes”). The feedback questions are for the audience to ask after the show.

Exercise 22.3

- 1 Is when someone pays an artist to create or perform something special.
- 2 Making a sculpture for someone, dancing at a ceremony.
- 3 Rehearsing
- 4 Control entry, to get money, generate revenue.
- 5 To improve their work.

Activity 22.4

- Define business ethics in simple terms: being fair and honest. Guide them through the first scenario of explaining the value of their work.
- For the second scenario, have them role-play a common mistake (selling a drawing they copied from someone else). They must then correct the mistake by apologising and explaining the value of original work.

Exercise 22.4

- 1 The moral rules and principles that guide how individuals behave in a business environment.
- 2 Telling the truth, creating original products, keeping proper records, and charging fair prices.
- 3 Promotes fairness, accountability.
- 4 Protect from damage.
- 5 Help with organisation and decision-making.

Activity 22.5

- Define soft skills as things like being polite, patient, and a good listener. Discuss why these skills are important for working with others.
- Have pairs act out the two scenarios. The “poor soft skills” scenario could show rude or impatient behaviour, and the “good soft skills” scenario should show respectful and helpful behaviour.

Exercise 22.5

- 1 Personal qualities and behaviours that help someone interact well with others.
- 2 Teamwork, communication, punctuality, patience, problem-solving, and adaptability.
- 3 Problem-solving.
- 4 Stay organised.
- 5 Learners give different answers.

Activity 22.6

- Explain the core values of *Ubuntu/Unhu/Vumunhu*—kindness, community, and humanity. The play should show how these values can be applied to a group project in their play.
- The play should have a clear storyline showing a problem (a disagreement) and a solution found through sharing, listening, and working together.

Exercise 22.6

- 1 A cultural value emphasising community kindness and respect.
- 2 Respect, kindness and compassion.
- 3 By donating goodies, clothes, among others.
- 4 Builds strong relationships and trust.
- 5 Create a supportive working environment.

Unit revision exercises

Multiple choice answers

- | | |
|-----|------|
| 1 A | 6 A |
| 2 B | 7 B |
| 3 B | 8 D |
| 4 B | 9 B |
| 5 C | 10 B |

Structured questions answers

- 1 To earn a living.
- 2 Is a piece of art created for a client who has requested it.
- 3 Painter, sculptor, illustrator.
- 4 Improved teamwork and communication.
- 5 Rehearsal

Practical questions guidelines

- 6 Creating artworks with local materials:** Remind learners of the activity to make a brush. Encourage them to be resourceful and find a local material to create a simple art tool, like a charcoal pencil made from burnt twigs.
- 7 Selling artwork:** This is a role-play that combines the art of selling and business ethics. Learners should confidently describe their artwork and its price in a small “market.”
- 8 Creating price lists:** Guide learners to create a simple price list for their art. This teaches them how to present their work professionally.

Test 3

Multiple choice answers

- | | | | |
|----|---|----|---|
| 1 | B | 14 | B |
| 2 | C | 15 | D |
| 3 | C | 16 | A |
| 4 | B | 17 | A |
| 5 | C | 18 | A |
| 6 | B | 19 | A |
| 7 | C | 20 | C |
| 8 | B | 21 | B |
| 9 | C | 22 | B |
| 10 | B | 23 | C |
| 11 | C | 24 | D |
| 12 | B | 25 | C |
| 13 | C | | |

Paper 2: Structured questions answers

- 1 To ensure their well-being and development.
- 2 Increase blood flow to muscles.
- 3 Safety
- 4 Recycled as a planter.
- 5 To the process of changing the key to the tonal centre.
- 6 Social media
- 7 Reduce waste.
- 8 Self-actualisation.
- 9 Painting
- 10 Represent the cultural heritage.

Practical questions guidelines

- 11 **Demonstrating the back float:** Remind learners to use the floater for support. The key is to lean their head back, keep their stomach up and hold their arms out like a starfish for balance.
- 12 **Painting a colour wheel:** This tests their knowledge of the colour wheel. Make sure they use the primary colours (red, yellow, blue) to mix the secondary colours (orange, green, violet) and then combine them to make the tertiary colours.
- 13 **Role play showing the right to education:** This links to drama skills. The role-play should show a child defending their right to go to school, using clear and strong dialogue.