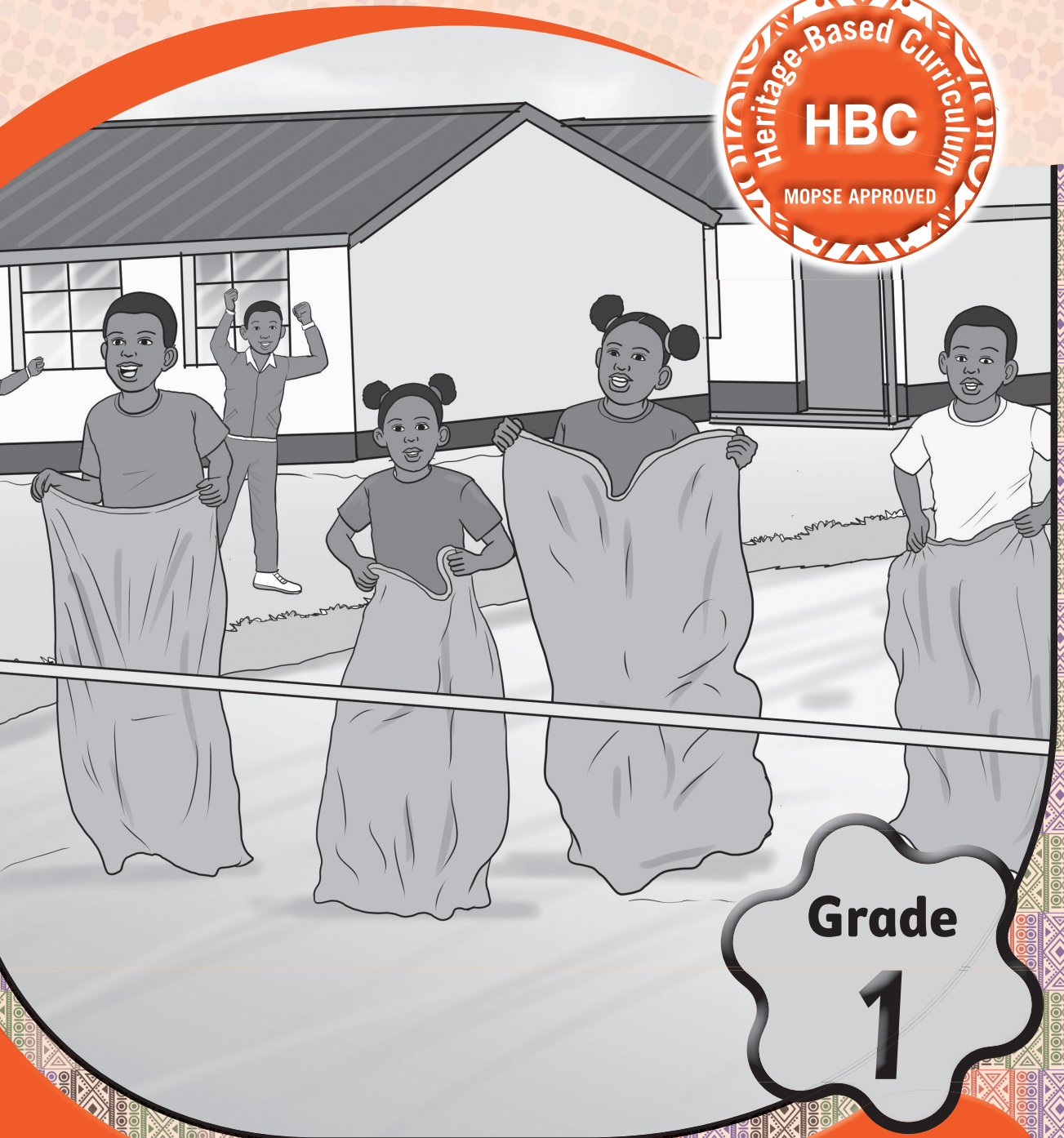
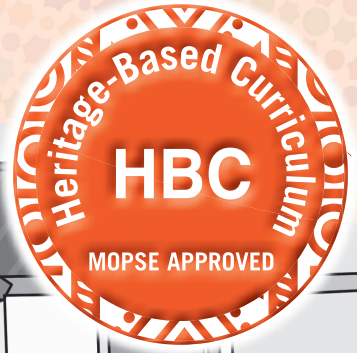


Physical Education and Arts



Grade
1

PlusOne

Physical Education and Arts

Teacher's Guide



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Introduction

The **PlusOne Physical Education and Arts Grade 1 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 1 Learner's Book**.

Physical Education 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 Play and game skills
- 6 Creative processes and performance
- 7 Aesthetic values and appreciation
- 8 Physical Education and Arts technology
- 9 Physical Education and Arts enterprise

Methodology and time allocation

Some of the inclusive learner centred and multisensory methods and approaches that can be used to learn Physical Education and Arts at infant 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.

- Song and dance
- Storytelling
- Games
- Simulation
- Role play
- Field trip
- Educational tour
- Quizzes
- Poems
- Rhymes
- Demonstration
- Discovery and guided discovery

- Practice
- Problem-solving
- Experimentation
- Word games and puzzles
- Command
- Reciprocal
- Virtual learning

N.B: It is advisable that the learner be exposed to more than one method in a lesson. To cover the content adequately, Grade 1 should be allocated five times thirty-minute lessons per week.

Subject-specific aims

The syllabus aims to enable learners to:

- make informed decisions about health, safety and well-being.
- develop basic Physical Education and Arts related skills.
- acquire team building skills, confidence and self-esteem.
- inculcate aesthetic awareness of beauty in motion.
- develop an appreciation of diverse cultural values of the Zimbabwean society.
- foster a collective spirit based on Zimbabwean norms and values (*Unhu/ Ubuntu/ Vumunhu*).
- provide learners with a sense of fun, enjoyment and entertainment.
- develop a sense of fair play, achievement and self-awareness.
- establish a firm foundation for further studies in Physical Education and Arts.

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 teacher 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 as individuals.
- 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.

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 to what they are learning about 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 1 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.

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 sports and art persons 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

Topic objectives

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

- a list safety rules in the school.
- b practise safety with self and others.
- c identify safe and unsafe objects about storage, use, handling and care.
- d demonstrate safe uses of equipment.
- e exercise regularly to maintain physical fitness and mental health.
- f identify health and unhealthy foods.
- g demonstrates good eating habits.
- h discuss the dangers associated with poor hygiene practices.
- i perform activities to develop health-related elements testing and measurement.
- j perform health and wellness testing and measurement.

Unit 1: Safety

Teaching notes

Safety rules in the school environment

- Facilitator explains the new words of the unit before teaching safety:
 - dirty
 - hurt
 - litter
 - rubbish
 - sick
- The facilitator uses the classroom and immediate environment as learners identify hazardous objects like broken bottles and stones.

Safety rules in the school environment

- Facilitator explains rules in the school environment (refer to Learner's Book page 1-8).
- With the help of the facilitator, learners formulate rules that will make them play safely in and outside the class.
 - We must not push others when playing.
 - We must not use sharp objects when playing.
 - We must not hurt others when playing.
 - We must always follow the rules when playing.
- You can make use of a chart or pictures to illustrate school rules.

Safety with self and others

- Charts and pictures with different hazardous environments and scenarios can also be used.
- The facilitator asks probing questions about the dangers of learning, playing, and living in an unsafe environment.
- The facilitator explains the dangers of playing or learning in a hazardous environment (Refer to the Learner's Book page 1-8).
- Learners may watch videos on the dangers of playing in an unsafe environment like a dumping site.
- They also pick litter such as stones, paper, or bottles around the school environment and dispose of them into a rubbish bin or pit.
- Learners wear gloves for safety while cleaning the school environment.
- The facilitator supervises the learners while they pick up litter.
- A school rule chart can be read to learners to ensure cleanliness.

Safe storage of equipment

- Facilitator shows a chart illustrating safe storage of equipment.
- Learners name the different Physical Education and Arts equipment shown.
- The facilitator probes questions about safe storage equipment.
- With the help of the facilitator, learners describe the safe storage of equipment using the chart provided with labelled bins, shelves and different containers.
- The facilitator illustrates and discusses on unsafe use of equipment using a chart (Refer to the Learner's Book page 1-8).

Unsafe use of equipment

- Show pictures or a chart of unsafe use of equipment.
- Explain the unsafe use of equipment (refer to the Learner's Book page 1-8).
- Learners discuss unsafe use of equipment, like throwing or kicking heavy balls to each other.
- Facilitator emphasises the use of age-appropriate equipment.

Rules and regulations on the use of apparatus, equipment, instruments and objects

- You can show pictures of learners playing on swings.
- Facilitator helps learners list rules and regulations to be followed when using the equipment, instruments and objects with the aid of a chart or pictures (refer to the Learner's Book page 1-8).
- Learners watch a video on rules and regulations on the use of apparatus, equipment, instruments and objects.
- The facilitator explains safe uses of equipment using pictures or a chart.
- Learners discuss safe uses of equipment.
- Facilitator illustrates using equipment like mats on high jump and gymnastics and the safe use of balls.

Suggested resource materials

PlusOne Physical Education and Arts Grade 1 Learner's Book pages 1-8, Physical Education and Arts Syllabus ECD-Grade 2, Physical Education and Arts play area, mats, tyres, hula hoops, cones, skittles, resource persons, ICT and e-learning tools. ECD age-appropriate and safe equipment.

Activity 1.1

Facilitator instructs learners to:

- Name safety rules at school.
- Name safety rules when playing with others.
- Name the correct storage of equipment at school.

Exercise 1.1

The facilitator prepares a chart with pictures of different hazardous and safe environments.

Learners fill in the sentences with the given words.

- 1 Bottles
- 2 Stones
- 3 Clean
- 4 Soft
- 5 Push

Unit exercise

- | | |
|-----------|-----------|
| 1 Safe | 5 Pushing |
| 2 Correct | 6 Sharp |
| 3 Injury | |
| 4 Throw | |

Unit 2: Health

Teaching notes

- Explain new words of the unit:
 - Health
 - Exercise
 - Fit
- Show a picture or video clip of learners exercising.
- Probe questions on the picture or video clip shown.
- Learners say what the children are doing in the picture.

Physical fitness and mental health

- You can make use of a story to explain physical fitness and mental health.
- Facilitator tells a story on physical health (refer to Learner's Book page 9-19).
- Facilitator illustrates and demonstrates different body exercises with the aid of pictures or a chart.
- Learners imitate the facilitator in performing exercises to stay healthy.
- Learners list exercises they do at home to stay healthy.
- The facilitator does some exercises with learners.
- Facilitator explains reasons for exercising (refer to Learner's Book page 9-19).
 - to keep the mind healthy and the body fit.

Healthy food

- Show pictures of good and bad food.
- Learners name healthy food like:
 - Vegetables
 - Fruits
 - *Maheu*
 - *Sadza* and *dovi*
 - *Madora/amancimbi*
 - Chicken
- The facilitator explains the importance of eating good food (refer to Learner's Book page 9-19).

Unhealthy food

- Show a chart or pictures of unhealthy food.
- Let learners name unhealthy foods shown on the chart.
 - Ice cream
 - Cakes
 - Chocolate

- Fizzy drinks
- Fatty meat
- The facilitator explains the dangers of eating unhealthy food (refer to Learner's Book page 9-19).
 - Food with too much sugar can cause tooth decay.
 - Fatty food is not good for your health.

Good eating habits

- Show a picture or chart with a family enjoying good food at their breakfast.
- Facilitator explains the importance of good eating habits (refer to Learner's Book page 9-19).
- Facilitator illustrates different meals of the day.
 - breakfast in the morning.
 - lunch in the afternoon.
 - supper in the evening
- Learners recite a rhyme on good food.
- Picture depicting a family eating healthy food at lunchtime.
- The facilitator explains the importance of eating healthy food.
 - Healthy food makes us grow.

Dangers associated with poor hygiene practices

- The facilitator explains with the aid of a chart the dangers associated with poor hygiene practices.
 - Coughing without covering the mouth is bad.
 - Germs can spread through coughing and sneezing.
- Learners may watch a video on the dangers associated with poor hygiene practices.
- Learners discuss personal hygiene.

Personal hygiene

- You can make use of a storytelling method or a song to teach hygiene.
- Collect pictures showing tools used to keep the body clean and healthy.
- Learners name the tools used to keep the body clean and healthy.
 - A nail cutter
 - Toothpaste
 - Soap
 - Toothbrush
- The facilitator explains what is done to keep the body clean (refer to Learner's Book page 9-19).
 - washing hands after using the toilet.
 - using soap and water to wash your clothes.
 - brushing teeth after every meal.
 - Cutting short nails regularly.

Keeping the environment clean

- The facilitator shows a chart or pictures of learners cleaning the school yard.
- The facilitator explains the importance of keeping the environment clean (refer to Learner's Book page 9).
- Dirty environments cause illness and harm.
- We pick litter to keep the environment clean.
- Learners pick litter around the school environment.
- Learners dispose of litter in rubbish bins or a pit.
- Bring a bucket of water, soap, and a towel.
- Learners may be instructed to demonstrate washing their faces.
- Toothbrushes, toothpaste or salt, body cream, hair comb to be shown to learners and they discuss how these items are used.

Health and wellness tests and measurements

- Facilitator explains health, wellness and measurement (refer to Learner's Book page 18).
- The facilitator shows the equipment used for tests and measurement of health.
- Learners participate in locomotor activities such as:
 - Walking
 - Jumping
 - Leaping
 - Hopping
 - Skipping
- Learners practice their chosen activities in an open space.

Suggested resource materials

PlusOne Physical Education and Arts Grade 1 Learner's Book pages 9-19, Physical Education and Arts syllabus ECD Grade 2, Physical Education and Arts play area, monkey bars, pictures, models of tooth brushes, paper, toothpaste, water, brushes, books with songs and stories, resource persons, poems, rhymes, charts on health issues, ICT and e-learning tools, puppets, food samples, household tools, see-saws, springboards, okay available resources such as ashes for sanitation. Slides, swings, monkey bars, pictures, models of toothbrushes, paper, toothpaste, water, brushes, work cards with songs or poems on hygiene.

Activity 2.1

Learners name the game being played by children in the picture.

Exercise 2.1

Fill in the sentences using the correct word.

- 1 fit
- 2 A drawing showing good food.
- 3 good

Activity 2.2

- a Learners draw and name healthy food.
- b Learners draw and name unhealthy food.

Exercise 2.2

Fill in using the correct word.

- 1 supper
- 2 fit
- 3 good

Exercise 2.3

Use given words to complete the following sentences.

- 1 drink
- 2 *Madora/ amacimbi*
- 3 Exercising
- 4 Ice cream

Activity 2.3

- a Learners describe the given picture of boys and girls, some cleaning teeth, some washing hands, some cutting nails, and the other combing hair.
- b Identify what the children are doing.

Activity 2.4

- a Learners role-play brushing their teeth.
- b Learners identify the toiletries needed for brushing teeth.

Unit exercise

Use the given words to complete the sentences.

- | | |
|------------|--------|
| 1 short | 4 comb |
| 2 coughing | 5 wash |
| 3 brush | |

Topic 2

Human body

Topic objectives

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

- a** identify and name parts of the human body.
- b** discuss the functions of the different parts of the human body.
- c** care for their body parts.
- d** differentiate between males and females.

Unit 3: My body

Teaching notes

Human body parts

For young learners around this age, they are expected to learn about the different parts of the human body.

- Facilitator explains the new words of the unit:
 - parts
 - human body
 - function
 - female
 - male
- Show learners pictures or a chart of learners cleaning the classroom.
- Let learners discuss what they see in the picture and name the body parts in use.

Human body parts

- Learners recite a rhyme on the body parts of a human being.
- The facilitator shows learners a diagram of the human body parts.

The body parts that learners are supposed to know are:

- Head
 - Eyes
 - Nose
 - Ears
 - Hand
 - Leg
 - Foot
 - Fingers
 - Neck
 - Knee
- Learners sing a song on body parts (refer to Learner's Book page 20-28).

Functions of human body parts

- Learners must know the functions of their different body parts, at this level.
- Facilitator makes a chart on the functions of different body parts.
- Learners name the body parts on a chart or on pictures.
- The facilitator explains the functions of different human body parts (refer to Learner's Book page 20-28).
- Learners identify the functions of human body parts.

Care of human body parts

- Make use of pictures or charts.
- The facilitator illustrates brushing the teeth.
- Learners mime brushing teeth.
- Learners identify a toothbrush, toothpaste as tools for cleaning teeth
- The facilitator illustrates washing hands using pictures and charts.
- Learners identify the toiletries used for washing hands.
- Learners identify when to wash their hands.
- Learners sing a song about washing hands.
- The facilitator explains how to care for human body parts (refer to Learner's Book page 20-28).

Different sexes of human beings

- Facilitator illustrates about sexes using a chart or pictures.
- Human beings have two sexes, so let children know their sexes.
- Each learner introduces himself or herself and highlights his or her sex.
- Facilitator explains about the sexes of human beings (refer to Learner's Book page 20-28).
- The facilitator illustrates that boys and girls are the same using pictures of boys and girls doing the same chores.

Suggested materials

Plusone Physical Education and Arts Learner's Book Grade 1 pages 20-28, Physical Education and Arts Syllabus ECD – Grade 2, dolls, mirrors, puzzles, pictures. Clay and play dough, crayons, books, paper glue, educational magazines, papier-mâché, ICT and e-learning tools, beads or resource persons.

Activity 3.1

For the activity to be interesting, you can bring a mirror to the class and make turns for children to look into the mirror. Afterwards, let them shout the body parts they have seen in the mirror after the facilitator's instruction. Learners touch different body parts as they sing a song about body parts.

Exercise 3.1

Learners match the body part with its function.

- 1 D To see.
- 2 C To touch / feel / do work.
- 3 A To hear.
- 4 B To walk/run.

Activity 3.2

Facilitators instruct learners to demonstrate brushing their teeth.

Exercise 3.2

Learners must fill in the missing letter on the given words correctly.

- | | |
|-------|---------|
| 1 Eye | 3 Hand |
| 2 Ear | 4 Teeth |

Activity 3.3

- a Learners identify boys and girls in class.
- b Learners say the number of boys and the number of girls in the class.
- c Learners present their findings on the number of boys and the number of girls in class.

Unit exercise

- 1 boy
- 2 girl
- 3 plates
- 4 A. hear B. see C. touch D. eating E. chewing
- 5 toothbrush.

Topic 3

History of arts

Topic objectives

By the end of the topic, learners should be able to;

- a identify folk music in the past and present.
- b name local musicians.
- c discuss the role of music and dance in different ceremonies in the past and present.
- d identify different types of community dances.
- e dance to a variety of music from the community.
- f identify dance styles and their costumes.
- g list visual artists and their works in the community.
- h classify visual artworks in the community according to time and use.
- i discuss the roles of visual art materials of different cultures.
- j identify visual art materials of children's theatre in the past and present.
- k imitate theatre and animation performances.
- l listen to stories.
- m create own stories.
- n retell stories from the community.

Unit 4: Music and dance in the past and present

Teaching notes

- Explain new words of the unit (refer to Learner's Book page 29-39).
- Facilitator shows a chart or pictures of children singing and dancing to the drumbeat.
- Learners identify and explain what they see in the picture or chart.

Folk music in the past and present

- Learners at this age love stories, so make use of a storytelling method.
- The facilitator explains the importance of folk stories and folk songs (refer to Learner's Book page 29-39).
- Learners discuss the picture showing people gathered around a tree listening to folk stories.

- The facilitator demonstrates singing folk songs.
- Learners tell folk stories and sing folk songs.

Folk songs

- Facilitator explains the importance of folk songs (refer to Learner's Book page 29-39).
- Learners list the importance of folk songs.

Local musicians

- Facilitator illustrates local musicians with the aid of a chart or pictures.
- With the help of the facilitator, learners name local musicians on a chart or pictures.
- Learners list the instruments played by local musicians.
- The facilitator illustrates the importance of local musicians.
- Learners list the importance of local musicians.

The role of music in the present

- Facilitator displays a chart or picture showing Jah Prayzah's live music performance.
- Learners name their favourite type of music.
- Learners list the importance of music and dance.
- Facilitator displays a chart showing Aleck Macheso's live performance.
- Learners state the benefits of Alick Macheso's music.
- Facilitator shows learners a chart or pictures with Hope Masike's music.
- With the help of the facilitator, learners discuss Hope Masike's music.
- Learners give the importance of music.

The role of music in the past

- Facilitator illustrates the role of music in the past with the aid of a chart or pictures.
- Learners discuss the importance of music during the war struggle/*Chimurenga* / *Umvukela*.
- Facilitator explains the benefits of music during the war struggle/*Chimurenga*/ *Umvukela* (refer to Learner's Book page 29-30).
- Learners list the importance of music during the war struggle/ *Chimurenga* /*Umvukela*.
- Learners name the work done at home.
- Facilitator illustrates the importance of work songs.
- Facilitator illustrates the work shown on a chart or pictures.
- Learners identify the work on the chart or pictures.
- Learners list work songs.
- Learners identify the work done on the chart or pictures shown.
- Facilitator demonstrates singing the work song *Nhemamusasa* on a chart.
- Learners sing the song *Nhemamusasa*.
- Facilitator explains the importance of music and dance (refer to Learner's Book page 29-39).

- Learners describe the picture showing people at a baby welcoming ceremony.
- With the help of the facilitator, learners describe the mood of the people at the baby welcoming ceremony (refer to Learner's Book page 29-39).

Traditional dances

- Facilitator illustrates on *mhande* dance (refer to Learner's Book page 29-39).
- Learners describe a *mhande* dancer shown on a picture or chart.
- Facilitator uses a chart or a picture to explain a Ndebele dance group shown in a picture or chart.
- Learners watch *Isitshikitsha* dance on a video.
- With the help of the facilitator, learners describe *mbakumba* dancers shown on a chart or picture.
- Learners watch *mbakumba* dancers on a chart or picture.
- Facilitator explains the *mbakumba* dance.
- Learners may watch traditional dances on videos.

Modern dances – Hip-Hop

- The facilitator shows pictures of hip-hop dancers.
- Facilitator explains Hip-Hop dance (refer to Learner's Book page 29-39).
- Learners describe a Hip-Hop dancer shown in the picture.
- Learners imitate Hip-Hop dancers.
- With the aid of a chart or pictures, the facilitator illustrates ballroom dance.
- Learners describe ballroom dance.
- Learners perform ballroom dance.
- Learners may watch modern dances on videos.

Suggested resource materials

PlusOne Physical Education and Arts Grade 1 Learner's Book page 29-39, Physical Education Syllabus and Arts ECD – Grade 2, cats, equipment within the ECD play centre, tyres, hula hoops, cones, skittles and cones, age-appropriate safe equipment, resource persons, ICT and e-learning tools.

Activity 4.1

- a In groups, learners name folk songs.
- b Learners tell the message from the folk song.

Exercise 4.1

Learners complete the given words with n, e, o and c.

- 1 folk
- 2 stories
- 3 community
- 4 song

Activity 4.2

- a In groups, learners choose any traditional dance of their choice.
- b In groups, learners practise and dance the traditional dance.

Exercise 4.2

Learners choose traditional dances in groups.

- 1 *Mhande*
- 2 happiness
- 3 A diagram showing a *mhande* dancer.

Activity 4.3

- a Learners sing a folk tale song of their choice.
- b Learners clap and dance to the folktale song.

Unit exercise

Learners answer the given questions.

- 1 Learners name any one local musician.
- 2 entertains
- 3 sadness
- 4 composes
- 5 ballroom
- 6 *Isitshikitsha*

Unit 5: Celebrations in the past and present

Teaching notes

- Facilitator explains new words of the unit before teaching celebrations in the past and present (refer to Learner's Book page 40-48).
- Facilitator shows a chart or picture of a wedding ceremony with men and women dancing.
- Learners describe the picture and say the weddings they have witnessed.

Ceremonies in the past

Inauguration of a chief

- The facilitator illustrates the inauguration of a chief using a chart or pictures showing the celebration of the coming in of a new chief (refer to Learner's Book page 40-48).

- Learners discuss the ceremony of the inauguration of a chief.
- Learners role-play the inauguration of a chief.
- Learners name other ceremonies like *kurova guva/umbuyiso* and birthdays.

Ceremonies in the present

- With the aid of a chart or picture, facilitator explains ceremonies in the present (refer to Learner's Book page 40-48).
- Learners name ceremonies shown on the chart or pictures.
- Facilitator explains what is done in the independence of Zimbabwe.
- Learners in groups discuss the independence ceremony of Zimbabwe.
- Learners identify other ceremonies in the present.

Dances in the community

- Collect pictures showing the correct attire and props for a given dance.
- Facilitator shows chokoto dance on the chart or picture.
- Learners describe the chokoto dance.
- Learners discuss the costumes of dancers.
- Facilitator explains mhande dance.
- With the aid of a chart.
- The facilitator illustrates mhande dance.
- Learners watch a video on mhande dance.
- Learners perform mhande dance.

Types of dances in the community

- Make sure you have collected pictures showing the correct attire and props for the type of dance.
- With the aid of a chart, the facilitator illustrates dances in the community.
- Learners name dances in the community.
- Facilitator explains *mbende/Jerusalem* dance (refer to Learner's Book page 40-48).
- Facilitator demonstrates *mbende / Jerusalem* dance.
- Learners watch *mbende / Jerusalem* dance on a video.
- Learners dance *mbende / Jerusalem*.
- With the aid of a chart, the facilitator illustrates *muchongoyo* dance.
- Learners describe the *muchongoyo* dance on a chart or picture.
- Learners watch the *muchongoyo* dance on a video.
- The facilitator explains *muchongoyo* dance.
- Learners name other cultural dances.
- Facilitator shows Clark dance on a chart or picture.
- Facilitator illustrates the Clarks dance.
- Learners perform Clarks.
- Facilitator shows ballet dance on a picture or picture.

- Learners watch ballet dances on a video.
- Learners name other classical dances.

Music from the community

- Have a variety of pictures of musicians in the community.
- The facilitator illustrates pop singers using a chart or pictures.
- Learners name the pop singer on a chart or picture.
- Learners list other pop singers.
- The facilitator shows Aleck Macheso on a chart or picture.
- The facilitator explains *sungura* music.
- Learners may watch *sungura* music on a video.

Dance styles and their costumes

- Facilitator explains Hip-Hop dance.
- Learners describe Hip-Hop dance on a chart or picture.
- Learners watch Hip-Hop dances on a video. Learners list costumes for hip-hop dancers.
- Facilitator explains the costumes and props for *muchongoyo* dance (refer to Learner's Book page 40-48).
- Learners describe a *muchongoyo* dancer shown on a chart or picture.
- Learners identify costumes and props for *muchongoyo* dancers.

Suggested resource materials

PlusOne Physical Education and Arts Grade 1 Learner's Book page 40-48, Physical Education and Arts Syllabus ECD-Grade 2, Physical Education and Arts play area, ICT tools, pictures of musicians, props and costumes, un-pitched musical instruments, picture books and a resource person.

Activity 5.1

- In groups, learners ask each other their date of birth.
- Learners play a game about birthdays.
- Learners sing a game song called 'Happy birthday to you.'
- Learners dance to the song, 'Happy birthday to you.'

Exercise 5.1

Answer the given questions with the given words.

- birthday
- Kurova guva / Umbuyiso*
- 18 April 1980

Activity 5.2

In groups, learners perform the *chokoto* dance.

Exercise 5.2

Learners answer the questions given.

- 1 *Muchongoyo*
- 2 *Chokoto, Mhande, Mbende, Muchongoyo, Clarks or Ballet.*
- 3 dancers
- 4 Learners draw and colour Sophia.

Unit exercise

Learners complete given questions using the given answers.

- 1 True
- 2 traditional
- 3 Ballet
- 4 *mhande*
- 5 joy
- 6 costumes
- 7 Drawn and coloured Ajigija.

Practical activities

- 8 Learners practise *mhande* dance.
- 9 Learners practise ballet dance.
- 10 Learners practise wedding dance steps.

Unit 6: Visual arts in the past and present

Teaching notes

- Explain new words of the unit first: (refer to Learner's Book page 49-58)
- The facilitator shows a chart showing clay pots.
- Learners name the objects on the chart or picture shown.
- Learners name the materials used to make clay pots.

Visual arts and their works in the community

- Facilitator makes use of a chart to illustrate the visual arts.
- Learners name visual arts shown on the chart or picture.
- Facilitator explains the materials used to make baskets on the chart (refer to Learner's Book page 49-58).
- Learners watch a video on making baskets.
- Facilitators make use of a storytelling method.

- The facilitator tells a story about granny Zimunya the potter.
- Learners describe the works of a potter.
- Facilitator illustrates on sculptors.
- Learners give the work of a sculptor.
- Facilitator shows a chart or picture of a painter.
- Learners may watch a video on painting.
- Learners list the materials used by a painter for painting.
- Learners name other visual artists.

Uses of visual artworks

- Facilitator shows a picture of a basket.
- Learners describe the picture.
- Facilitator to help learners explain the use of a basket (refer to Learner's Book page 49-58).
- Learners say what they use baskets for at home.
- The facilitator shows a chart or picture of the uses of clay pots.
- Learners describe the uses of clay pots as shown on the chart.
- Learners list other uses of clay pots.
- The facilitator shows a picture or chart of a winnowing basket.
- Learners watch a video showing men and women using winnowing baskets.
- With the help of the facilitator, learners say other uses of visual artworks they know.

Roles of visual artists and their roles in the community

- Facilitators explain the roles of the visual arts and their works in the community.
- Facilitator illustrates with the aid of a chart or pictures the roles of visual artists and their roles in the community.
- Learners may watch a video showing tourists buying different clay artworks from a potter.
- Learners list the roles of visual artists and their works in the community.
- Facilitator shows a sculptor selling his artworks to foreigners.
- Learners identify benefits of the community through sculptors (refer to Learner's Book page 49-58).
- Facilitator explains job opportunities in visual arts.
- Facilitator shows learners a picture of a woman making winnowing baskets.
- Learners list the uses of a winnowing basket.

Wooden carvings

- Facilitator shows a chart or picture of different wooden carvings like hangings, utensils or furniture.
- Learners name artworks.
- The facilitator shows a picture of a painter in different colours.
- Learners name the colours.
- Facilitators help learners make their paintings using different colours.

Visual art materials of different cultures

- The facilitator shows a picture of wood and clay materials.
- The facilitator explains the picture.
- Learners identify the materials on the chart or picture.
- Learners name the materials used to make the materials shown on a chart.
- The facilitator shows a picture of natural paintings.
- Learners may watch a video on painting using oils.
- Learners name the materials used for painting.
- Facilitator shows paintings from the indigenous culture, like dyes, animal hides, stones or bones.
- Learners give materials from other cultures. (refer to Learner's Book page 49-58)

Suggested resource materials

PlusOne Physical Education and Arts Grade 1 Learner's Book page 49-58, Physical Education Syllabus ECD- Grade 2, Physical Education and Arts play area, playdough/plasticine/clay, ICT tools, artefacts, magazines, paint, artistic portfolios or bond paper, crayons/charcoal.

Activity 6.1

- a In groups, learners collect paints of different colours.
- b Learners make beautiful wall hangs. Facilitator to demonstrate first.
- c Learners display their wall hangs.

Exercise 6.1

Learners answer the questions given.

- 1 Any two colours used for painting, for example, red, green, yellow, blue.
- 2 Wall hanging, furniture.

Activity 6.2

- a Learners collect different materials and make artworks of own choice.
- b Learners name the uses of different artworks they have made.

Unit exercise

Learners answer the questions given.

- 1 Learners name of any visual artist in the community.
- 2 baskets
- 3 painter
- 4 paint
- 5 furniture, wall hangings, utensils

- 6 sculptor
- 7 Natural dyes, animal hides, stones and bones

Unit 7: Theatre

Teaching notes

- Explain new words of the unit (refer to Learner's Book page 59-64).
- Facilitator shows a chart with actors and actresses.
- Learners describe the picture showing actors.

The role of children's theatre in the past and present

- Using a chart or pictures, the facilitator explains children's theatre.
- Learners describe the actors in a chart or picture.
- Learners list the benefits of children's theatre.

Theatre and animation performances

- Collect age-appropriate and enough pictures.
- The facilitator explains the meaning of animation (refer to Learner's Book page 59-64).
- Learners give examples of where we can see animations.
- Learners may watch videos on animations.

Listening to stories

- Learners at this age love stories so make use of the storytelling method.
- The facilitator shows a picture or chart about telling and listening to stories.
- Learners tell what they see on the chart and pictures.
- The facilitator explains about telling stories.
- Learners tell their own stories.
- Stories should be interesting.

Legend

- Facilitator explains a legend (refer to Learner's Book page 59-64).
- Learners discuss a legend.

Myth

- Facilitator explains about myths.
- Learners may watch a video about myths.
- Learners discuss different myths.

Retelling stories from community

- Facilitator explains about retelling stories.
- Learners list the benefits of telling stories.
- Learners retell stories told at home.
- Learners watch a video about different stories.
- Learners retell stories watched from videos.

Suggested resource materials

PlusOne Physical Education and Arts Grade 1 Learner's Book page 59-64, Physical Education and Arts Syllabus ECD-Grade 2, Physical Education play area, lights, torches, candles, ICT tools, Sunlight, resource person, picture books or theatre books.

Activity 7.1

In groups, learners act out their favourite drama.

Activity 7.2

The facilitator shows picture stories on pictures or a chart.

Learners tell stories from the given pictures or chart.

Exercise 7.1

Learners complete questions with the given words.

- 1 entertains
- 2 still
- 3 television

Unit exercise

Learners answer the questions given.

- | | |
|------------|-----------------------|
| 1 sculptor | 5 costumes |
| 2 cooking | 6 Masvingo |
| 3 basket | 7 joy |
| 4 water | 8 A diagram of a mat. |

Practical activities

- 9 Learners use play-dough to mold clay pots.
- 10 Learners use pencils, paint, and brushes to draw and paint a pot.

Topic 4

Gymnastics

Topic objectives

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

- a balance on different body parts.
- b balance on and apparatus.
- c transfer and bear weight.
- d execute balance test.
- e balance and creating shapes and formations.
- f move from point A to B under given instructions.
- g move from point A to point B for continuous motion, speed, direction, space and rhythm.
- h move from point A to B on different body parts in response to stimuli.

Unit 8: Weight bearing/balances

Teaching notes

- Explain new words of the unit first (refer to Learner's Book page 65-77).
- Facilitators should make sure that they have adequate material before teaching balances.
- Equipment to include gymnastics mats for safety is the number one priority when teaching gymnastics.
- Learners should always practice in the presence of the facilitator.
- It is important to ensure that there is a first aid kit and First Aiders at school in case of an accident.
- Learners should not hold on for too long in a balance; allow them to rest a bit and recover.
- Use the command teaching method to ensure safety.
- Facilitator demonstrates balance on one leg.
- Learners balance on one leg.

Balancing different points

- Make sure you have enough mates for safety.
- Ensure safety first.

- Seek the assistance of a resource person if not sure.
- Facilitator to demonstrate first using the correct coaching points (refer to Learner's Book page 65-77).
- Learners balance on their backs on mats for safety.
- Learners balance and perform shoulder balance.

Balancing on one point

- Ensure the safety of learners first.
- Facilitator illustrates balancing on one point.
- Learners watch a video balancing on one point.
- Learners balance on one point.

Balancing on two points

- Facilitator gives clear coaching points on balancing on two points (refer to Learner's Book page 65-77).
- Facilitators use a chart or pictures to illustrate balancing on two points.
- Learners may watch a video on balancing on two points.
- Learners balance on two points.

Balancing on three points

- Coaching points (3-point balance, refer to Learner's Book page 65-77).
 - legs shoulder width apart (body balance).
 - open your legs a bit wider.
 - Bend down and touch the ground with one hand.
 - fully stretch your body and your other hand by your side.
 - face the facilitator and smile.
- On 4-point balancing, just drop the other hand and touch the ground (refer to Learner's Book page 65-77).
- Learners should fully extend their hands and legs for beauty.
- Facilitator demonstrates balancing on three points.
- Learners balance on three points.
- Learners form different shapes with balances.

Balancing on four points

- Facilitator demonstrates balance on four points.
- Learners balance on four points.
- Learners transfer weight by balancing on each other.
- Link balances in pairs.
- Ensure the safety of learners.

Balancing on five points

- Facilitator illustrates balancing on five points using a chart or pictures.
- Demonstrates or look for a resource person to demonstrate balancing on five points.
- Learners watch a video balancing on five points.
- Learners balance on five points.

Balancing on six points

- Demonstrate balancing on six points
- Facilitator gives coaching points on balancing on six points.
- Learners balance on six points.

Balance on or without apparatus

- The facilitator tells a story about balancing with an apparatus.
- Learners watch a video about balancing with apparatus.
- Learners balance with apparatus.

Performing a balance test

- Facilitators explain the balance test.
- Facilitator gives instructions about performing a balance test.
- Learners perform balance tests.

Weight transfer and bearing

- Make sure there is enough material to play with.
- The facilitator demonstrates playing with hula-hoops.
- Facilitator illustrates playing with hula-hoops (refer to Learner's Book page 65-77).
- Facilitator demonstrates walking with hula-hoops.
- Learners play with hula-hoops.
- Learners watch a video about skipping games.
- Learners play skipping games.

Balancing and creating shapes

- Ensure the safety of learners.
- The facilitator demonstrates balancing and creating shapes (refer to Learner's Book page 65-77).
- Learners may watch a video about balancing and shapes.
- Learners balance on five points forming a V-shape under the facilitator's guidance.

Suggested resource materials

PlusOne Physical Education and Arts Grade 1 Learner's Book page 65-77, Physical Education Syllabus ECD-Grade 2, Physical Education and Arts play area, sticks, mats, equipment within the ECD play, tyres, hula hoops, Skittles and cones, improvised age-appropriate safe equipment, ICT tools and e-learning tools.

Activity 8.1

The facilitator instructs learners to use mats to balance on their backs.

Activity 8.2

- a Learners are instructed to do any balance of their own choice.
- b As a facilitator, advocate for variety, but remember safety.
- c Instruct learners to balance on 1 and 2 points, that is, head stand or standing on one leg.

Exercise 8.1

- 1 three
- 2 A diagram showing a girl balancing on one body part.
- 3 back

Activity 8.3

- a The facilitator helps learners to balance on a tyre.
- b Learners name the body parts they have used for balancing.

Exercise 8.2

Complete the given sentences.

- 1 back/stomach
- 2 stomach/break
- 3 hands

Activity 8.4

Learners play with hula-hoop.

- a Learners move in any direction.
- b Learners move faster while playing with hula-hoop.
- c Learners keep the hula-hoop in motion.

Activity 8.5

Learners are instructed to:

- a Skip using a rope.
- b Skip in fours.
- c Do different skipping styles.

Unit exercise

Complete the given words with the correct letters.

- | | | | |
|---|---------|---|----------------|
| 1 | hula | 5 | skipping |
| 2 | balance | 6 | toes and hands |
| 3 | rope | 7 | balance |
| 4 | shape | | |

Unit 9: Locomotion /elementary movement

Teaching notes

- Explain new words of the unit before teaching locomotion.
 - locomotion
 - Speed
 - stimuli
 - rhythm
 - space
- Facilitator explains movement through hopping.
- Facilitator demonstrates correctly hopping from point A to point B.
- Learners may watch a video about hopping.

Movement from point A to B under the given instructions

- Use cones to mark the area in use and all learners must be within the marked area.
- Facilitators may also show videos with different locomotion styles.
- A resource person from other classes may come and demonstrate if there is need.
- Learners hop from point A to point B within the marked area under given instructions.

Continuous motion

- 1 Speed
 - You can make use of a story telling method.
 - Create a conducive environment for telling stories.
 - The facilitator tells a story about the Lion's wedding.

- Learners watch the story on a video.
- Learners tell the first animal to be at the wedding.
- Facilitator illustrates with a video.
- The facilitator demonstrates hopping from point A to point B.
- Learners hop on two legs from point A to point B.
- Facilitator illustrates using a chart or pictures on speed.
- Learners can move in response to clapping of hands by the facilitator or blowing of the whistle.

2 Direction

- The facilitator shows a picture of learners moving on bricks (refer to Learner's Book page 78-84).
- Facilitator demonstrates clearly.
- Learners can be shown videos on movement in the same direction.
- Learners move from point A to point B in the same direction.

3 Space

- Facilitator illustrates creating space as one moves.
- Create safety for learners.
- Learners move, creating space for others.

4 Rhythm

- Drum majorettes may showcase how they march and move in response to stimuli.
- Learners can hop in response to a drumbeat.
- A video of drum majorettes can be shown to enhance rhythm.

Movement on different body parts in response to stimuli

- Facilitator shows a video on movement in response to stimuli.
- Facilitator demonstrates, or a demonstration can be done by a resource person (refer to Learner's Book page 78-84).
- Learners spin from point A to point B.
- Ensure the safety of learners.
- Learners also watch a video on hopping using legs.

Suggested resource materials

PlusOne Physical Education and Arts Grade 1 Learner's Book page 78-84, Physical Education syllabus ECD-Grade 2, skipping ropes, tyres, drums and jingles.

Sticks recorded music mats, equipment within the ECD play centre, improvised age-appropriate equipment resource persons, ICT and e-learning tools.

Activity 9.1

Facilitator instructs learners to:

- a practise walking in groups on top of small objects.
- b practise walking in one direction.
- c practise the use of bricks for small objects.

Activity 9.2

Learners complete the given puzzle.

- 1 walk
- 2 balance
- 3 Game

Exercise 9.1

Learners hop using two legs following the rhythm of the drumbeat.

Exercise 9.2

Learners draw and colour baboon, hare and a tortoise going to lion's wedding.

Unit exercise

Learners answer the questions given.

- | | |
|---------------|------------|
| 1 True | 4 running |
| 2 legs, hands | 5 Tortoise |
| 3 hopping | |

Topic 5

Play and game skills

Topic objectives

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

- a execute coordinated movements in a sequence with ease.
- b perform weight transfer in weight-bearing activities.
- c perform different tasks at varied speeds.
- d demonstrate proper sending and receiving techniques.
- e execute correct and safe techniques of moving with apparatus.
- f practice throwing, kicking and striking with and without apparatus in different ways.
- g demonstrate appropriate running techniques.
- h demonstrate correct throwing techniques.
- i engage in horizontal and vertical jumps.
- j perform sideways jumps over obstacles.
- k execute a broad jump test.

Unit 10: Coordination skills

Teaching notes

- Facilitator explains new words of the topic (refer to Learner's Book page 85-89).
- The facilitator shows a chart of hopscotch.
- Learners may watch a video on hopscotch.
- Facilitator leads discussions on the rules of the hopscotch game.
- Learners play hopscotch.

Basic concepts of coordination

- Make use of the age-sized balls for juggling.
- Facilitator illustrates juggling using a chart.
- Learners practise juggling balls.
- Learners may use balls of different colours.

Weight bearing

- You can tell a story.
- The facilitator tells a story about the two boys who went out skating.
- Learners retell and play the role play the story.
- Facilitator gives the coaching points of bouncing (refer to Learner's Book page 85-89).
 - bounce with eyes on or off the ball.
 - bending legs while bouncing the balls.

Skills of coordination

- Use age-appropriate balls.
- You can practice on a hard but safe surface.
- Tennis balls can be utilised for easy handling.
- Start from a standing position.
- Slow speed until the skill has been mastered.
- Bounce with eyes on and off the ball.
- Make clear demonstrations.
- The facilitator explains the different skills of bouncing the ball, like bouncing while walking, running and aiming at the target.
- Bouncing using different sizes of balls.
- Bouncing using balls of different colours.
- *Nhodo/igwini* can be utilised for hand-eye coordination.

Suggested learning materials

PlusOne Physical Education and Arts Grade 1 Learner's Book page 85-89, Physical Education and Arts Syllabus ECD-Grade 2, Physical Education and Arts play area, balls, sand or bean bags, ropes, hula hoops, spoons, tins, skittles and cones, coordination ladder, medicine balls, improvised age-appropriate safe equipment, resource persons, ICT and e-learning tools.

Activity 10.1

Facilitator instructs learners to:

- a Get two tennis balls.
- b Start by slowly juggling.
- c Throw one and catch the other one.
- d Throw, catch, throw and catch.
- e Move slowly and continue juggling.

Activity 10.2

Facilitator instructs learners to:

- a Bounce the ball from one end to the other.
- b Play a mini handball game.

Activity 10.3

Facilitator instructs learners to:

- a Set cones and bounce the ball from one cone to the other.
- b Play a mini handball game of your own choice.

Unit exercise

Completing words

- | | | | |
|---|---------|---|-----------|
| 1 | Catch | 4 | hopscotch |
| 2 | Throw | 5 | juggles |
| 3 | Bounces | | |

Unit 11: Sending, receiving and travelling

Teaching notes

- Facilitator explains new words of the unit:
 - Catch
 - Send
 - Receive
 - Kick
 - throw
- Facilitator throws the ball to learners.
- Learners receive and send the ball back to the facilitator.

Proper sending, receiving and travelling techniques

Sending skills

- Make use of age-appropriate balls.
- The facilitator shows a picture on throwing and catching.
- Facilitator demonstrates throwing and catching.
- Learners throw the ball in pairs.
- Learners use one hand to throw the ball.
- Sending the ball through kicking in pairs.
- Kicking the ball in pairs.

Sending skills using apparatus

- Use a cricket bat to send a cricket ball.
- Ensure safety on the apparatus to be used by learners.

- Explain coaching points clearly (refer to Learner's Book page 90-100).
- Play videos of cricket players batting and hitting the ball.
- Learners practice using a bamboo bat and a tennis ball.
- Learners can practice from a standing position until they master receiving a cricket ball using a bamboo bat.
- Movement in the form of running can be introduced to cater for those who will have mastered the skill.

Receiving skills

- Use age-appropriate balls.
- You can also make use of improvised balls like paper balls.
- Use available materials to make balls.
- Facilitator gives the coaching points on receiving the ball (refer to Learner's Book page 90-100).
 - standing while balancing
 - stretching arms towards the ball.
 - cup the hands
 - Catch and cushion the ball.

Receiving a high ball

- Make use of the age-appropriate balls like tennis.
- Learners can also make balls using the available materials.
- Facilitator gives the coaching points on throwing and catching the ball.
- The facilitator demonstrates receiving the ball using hands.
- Learners may watch a video on receiving the ball using hands.
- Learners practise throwing and catching using age-appropriate balls.

Receiving the ball using an apparatus

- Facilitator to make sure of safety clothing.
- Learners may watch a video on receiving a cricket ball.
- Learners use gloves to receive a cricket ball.
- Facilitator gives coaching points on receiving a tennis ball (refer to Learner's Book page 90-100).

Travelling skills

- Facilitator explains different ways of travelling (refer to Learner's Book page 90-100).
 - Walking
 - Running
 - Hopping
 - Skipping
 - Jumping

- a** Proper walking techniques
- You may show a video on proper walking techniques.
 - Facilitator gives coaching points on the proper walking techniques (refer to Learner's Book page 90-100).

Step forward on foot

- Keep your head up.
- Look where you are going.

- b** Proper running techniques

- Have some demonstrations on coaching points: (refer to Learner's Book page 90-100).
 - move your legs quickly.
 - Swing your arms.

- c** Proper hopping techniques

- Facilitator demonstrates hopping:
 - Jump on one foot.
 - Land softly on the same foot.
- Learners practise hopping.

- d** Proper skipping techniques

- Make sure the playground is free from harm.
- Give coaching points on skipping (refer to Learner's Book page 90-100).
 - Step and hop with one foot, then the other.
 - Swing your arms in a rhythm.
- Let learners skip around the playground.

- e** Proper jumping techniques

- Facilitator to give coaching points on jumping (refer to Learner's Book page 90-100).
 - bend your knees and push off the ground.
 - Land softly on both feet.
- Learners can jump over an obstacle.
- Use the age-appropriate height of an obstacle to avoid injuries.
- Have a story time of say Betty and Jane who were playing with their ball on the grassland.
- Mary and Mia were throwing and catching the red and yellow balls.
- Let learners toss their own balls.
- Make sure the balls are age-appropriate.
- Make the activity interesting.

Correct safe techniques of moving with apparatus

- Pictures of a cricket player or players.
- Learners identify and discuss what they see from the picture Use a cricket bat strike a cricket ball.

- Play videos of cricket players batting and hitting the ball.
- Learners practice using a bamboo bat and a tennis ball.
- Learners can practice from a standing position until they master receiving a cricket ball using a bamboo bat.
- Movement in the form of running can be introduced to cater for those who will have mastered the taught skill.
- Facilitator shows a picture of tennis player.
- The facilitator demonstrates hitting the ball using a racquet.
- Learners practice hitting the ball.

Throwing, kicking and striking with or without apparatus

- Make use of a chart or pictures showing learners kicking the ball.
- Let learners watch a video on throwing, kicking and striking the ball.
- Under the guidance of the facilitator, practice in groups kick the ball to each other.

Suggested resource materials

PlusOne Physical Education and Arts Grade 1 Learner's Book page 90-100, Physical Education and Arts syllabus ECD-Grade 2, balls, buckets, mitts, sand/seed/bean bags, resource persons, ICT tools, and e-learning.

Activity 11.1

In pairs, learners throw a ball at each like what Betty did to her friend.

Activity 11.2

Learners kick the ball using the inside, outside and top of the foot.

Activity 11.3

The facilitator instructs learners to use a cricket bat to hit the ball.

Exercise 11.1

- 1 legs
- 2 hands
- 3 balance

Activity 11.4

The facilitator instructs learners to:

- a Throw a chest- level ball at a friend.
- b Catch the ball using the above instructions.
- c Take turns to catch the ball.

Activity 11.5

Learners go outside and play tennis on the wall without windows using a racquet.

Exercise 11.2

- 1 hand
- 2 cup
- 3 stretch
- 4 bat
- 5 tennis

Activity 11.6

Sending

- a Learners throw beanbags into hoops.
- b Learners kick the ball to each other.

Receiving

- a Learners catch soft balls.
- b Learners stop rolling balls with their feet.

Travelling

- a Learners play tag.
- b Under the instruction of the facilitator, learners do running races.
- c Learners practise hopping and skipping.
- d Learners create obstacle courses, then walk, run, and jump over them under the guidance of the facilitator.

Activity 11.7

- a In pairs, learners throw chest-level balls to each other.
- b Learners throw and catch the ball in pairs.
- c Learners take turns catching the ball.

Activity 11.8

- a Learners draw two balls and colour the balls red and blue.
- b Learners send and receive a high ball.

Activity 11.9

In pairs, learners kick the ball to and from each other.

Unit exercise

- 1 batting
- 2 feet
- 3 stretch
- 4 cricket
- 5 ball

Unit 12: Kids' athletics

Teaching notes

- Explain new words of the unit (refer to Learner's Book page 101-111).
- Ensure safety for learners by picking up all litter and stones.
- The facilitator shows a picture of learners running freely at the playground.
- Learners describe the learners on the chart and run freely at the playground.

Appropriate running techniques

Role play running on the balls of the feet and lifting knees.

- Show a chart or pictures of learners running on balls of their feet from point A to point B.
- Learners may watch videos of people running on the balls of their feet and lifting their knees.
- Facilitator gives coaching points on running on the balls of the feet and lifting knees (refer to Learner's Book page 101-111).
 - Jog
 - Raise your knees and swing your arms.
 - Raise them higher.
 - Increase speed.
 - Run to the next point.
 - Keep your knees high.
- Under the facilitator's instructions, learners run on balls of their feet, lifting knees.

Free running on the balls of the feet

- Facilitator gives instructions on free running on the balls of the feet.
- Following the facilitator's instructions, learners freely run on the balls of their feet.
- Facilitator explains the rules of the game *bantwana bantwana hozani ekhaya /vana vana huyai kumba* (refer to Learner's Book page 101-111).
- Learners practise at the playground, they exchange roles, *vana* become *mapere* and *izilwane* become *abantwana*.

Correct throwing techniques

- The facilitator explains the correct throwing techniques used when throwing discus (refer to Learner's Book page 101-111).
 - Rotate the whole body before throwing.
- The facilitator shows a chart or picture of a discus thrower.
- Make a clear demonstration.
- Learners practise throwing discus.
- The facilitator illustrates aiming when throwing.
- Collect a bucket and bean bags.
- Learners throw bean bags aiming in the bucket.

Throwing rules

- Facilitator asks learners questions on throwing rules.
- Explain throwing rules (refer to Learner's Book page 101-111).
- Learners list throwing rules.
 - Always throw for the facilitator's instructions.
 - Make sure the throwing area is clear before you throw.
 - Do not throw any equipment at any person.

Horizontal long jump

- Facilitators show learners a chart or picture of a long jump.
- Facilitator explains the techniques in long jump (refer to Learner's Book page 101-111).
- Learners may watch a video on long jump.

Horizontal/long jump rules

- Facilitator explains the coaching points for high jump (refer to Learner's Book page 101-111).
 - Run to the take-off board.
 - Take off on one foot.
 - Jump into the long jump pit.
 - Land on two legs.
- Learners practise long jump.

Vertical/high jump

- The facilitator shows a chart or pictures on high jump.
- The facilitator explains the coaching points on high jump (refer to Learner's Book page 101-111).
 - Clear the cross bar.
 - Land on the mat.
- Learners practise high jumping under the guidance of the facilitator.

Sideways jumps

- Make use of pictures or a chart.
- The facilitator illustrates the coaching points for sideways jumps (refer to Learner's Book page 101-111).
 - Stand with your feet together.
 - Bend your knees slightly.
 - Push off the ground with one foot. Jump sideways to the left or right.
 - Land softly on both feet.
- Learners practise sideways jumps.

Broad jump test

- Facilitator shows the tools to be used for the broad jump test.
- Facilitator explains on broad jump test (refer to Learner's Book page 101-111).
 - Stand behind a line on the ground.
 - Bend your knees and swing your arms back.
 - Jump forward as far as you can.
 - Land on both feet.
 - Measure how far you jumped from the line.
- Demonstrate on the broad jump test.
- Learners may watch a video on the broad jump test.
- With the help of the facilitator, learners do broad jump tests.

Suggested learning material

PlusOne Physical Education and Arts Grade 1 Learner's Book page 101-111, Physical Education and Arts Syllabus ECD – Grade 2, Physical Education and Arts play area, cones, skittles, landing mattresses, balls, buckets, bats, mats, sand /seed/bean bags, cones, skittles, landing mattresses, skipping ropes, wickets, foam wedges, obstacle to jump over (small boxes) soft rubber rings, medicine balls, improvised safe age appropriate equipment, relay buttons, mini hurdles, resource persons, ICT and e-learning tools.

Activity 12.1

Facilitator instructs learners to:

- a** run on balls of their feet.
- b** run on balls of their feet, lifting their knees.
- c** run on balls of their feet, making long and fast strides.
- d** do a mini competition in groups, running on balls of their feet.

Exercise 12.1

- 1 knees
- 2 long
- 3 arms

Activity 12.2

- a Learners play the game *bantwana bantwana hozani ekhaya* under the facilitator's guidance. The parents call the children "*bantwana bantwana hozani ekhaya, vana vana huyai kumba.*" The children respond, "*tinotya*" "*sesaba*".
- The parents "*munotyei*", "*lesabani*".
 - The children "*mapere*", "*izilwane*".

The parents, *mapere akapera kuenda, izilwane kudala zaphela*. Then the children run from the start line, risking being caught by the hyenas, those who are caught join the hyenas' group until all children become hyenas.

- b Learners identify the ones caught by the hyena.

Activity 12.3

- a Learners watch a video of athletics throwing discus under the facilitator's guidance.
- b Learners demonstrate the different throwing techniques they have seen.

Exercise 12.2

- 1 hands
- 2 balls
- 3 instructions
- 4 True

Activity 12.4

- a In groups, learners take turns to do long/high jumps.
- b Each learner has three jumps.
- c In recording, the one with the furthest measurement is the winner.

Exercise 12.3

- 1 Name of the learner who did long/high jump.
- 2 pit
- 3 counted

Activity 12.5

- a** In groups, learners take turns to do vertical/high jump.
- b** Under the guidance of the facilitator, learners jump over a crossbar about 80 centimetres from the ground.

Unit exercise

- 1** cross
- 2** True
- 3** long jump
- 4** command
- 5** legs
- 6** pit
- 7** two legs

Unit 13: Aquatic skills

Teaching notes

- The facilitator explains new words of the unit (the facilitator asks learners to bring pictures of different water bodies from their home).
- Facilitator shows a chart or picture of learners entering a water body for swimming.
- Learners describe the picture and name the water body.

Water bodies

- The facilitator shows a picture or chart of different water bodies.
- Learners name water bodies shown on the chart or pictures.
 - Dam
 - Well
 - River
 - Swimming pool
- Learners identify the water body that is safe for swimming.
 - Swimming pool

Water hazards

- The facilitator explains water hazards.
- Facilitator probes questions on rules near water bodies.
- Learners list rules to follow when near water bodies.
 - Never run near the pool.

- Never go near a pool alone.
- Always wear a floatie if you cannot swim well.
- Do not play near uncovered wells.
- Walk carefully around the pool.

Safe entry and exit

- With the aid of a chart or picture, the facilitator explains the safe entry and exit from a swimming pool.
- Show pictures of learners safely crossing a river.
- Explain when it is safe and unsafe to cross the river.
- Emphasise safety.
- Learners discuss the safe entry to a swimming pool.
 - Do not jump into a swimming pool.
 - Enter the swimming pool using stairs.

Play rules around the swimming pool

- Formulate the rules together with the learners.
- Facilitator probe questions on play rules around the swimming pool (refer to Learner's Book page 112-121).
 - We only go swimming with the facilitator.
 - We swim in our swimsuits.
 - We swim in the swimming pool.
 - We do not push each other around the pool.
 - We do not jump into the pool.
 - Exit from the pool using stairs.

Floating with apparatus

- The facilitator shows a chart or pictures showing children floating on water.
- With the help of the facilitator, learners describe pictures shown.
- Learners identify the floating aids
 - Floating tube.
 - Floating board.
 - Floating without apparatus.
- Learners discuss
 - Breathe in.
 - Hold your breath gently.
 - Breathe out strongly.

Water familiarisation drills

- Take the class to the small swimming pool or an improvised movable pool.
- Facilitators make use of charts or pictures to explain water familiarisation drills.

- The facilitator explains splashing, gliding and stroking (refer to Learner's Book page 112-121).
- Learners walk in water (wade).
- Instruct them to keep feet touching the bottom of the pool when walking.
- They kick and splash water.
- They push balls, using nose, mouth, chin and forehead in water.
- Make the activity more interesting.
- You may use the shallow end of the pool.
- Let learners watch a video on water familiarisation drills.

Suggested resource materials

PlusOne Physical Education and Arts Grade 1 Learner's Book page 112-121, Physical Education and Arts Syllabus ECD - Grade 2, swimming pool, charts on water bodies, outdoors pursuits, pictures of water bodies, float boards, coins, tyre tubes, life buoy, table tennis balls, ropes, goggles, pool buoy, whistle, resource persons, ICT and e-learning tools.

Activity 13.1

- a In groups, learners find pictures of swimming aids.
- b Learners paste pictures of swimming aids on cards and show them to the facilitator.

Exercise 13.1

- 1 floating tube
- 2 A diagram of a floating board.

Activity 13.2

- a Shallow water: Learners stand in shallow water.
- b Big breath: Learners take a breath through the mouth.
- c Face in, blow out: Learners put their faces in water and blow air out of their mouths and noses to make bubbles.
- d Face out, breathe in: Learners lift their faces out of water and take a big breath in.
- e Repeat: Learners repeat the activity several times, getting comfortable with the rhythm of breathing in and out.

Exercise 13.2

- 1 breath
- 2 hold
- 3 blow
- 4 grown-up
- 5 hold

Activity 13.3

- a Learners are instructed to exit the swimming pool in groups.
- b Learners exit the swimming pool under the instruction of the facilitator.

Unit exercise

- 1 swimming pool
- 2 facilitator / teacher
- 3 push
- 4 cold
- 5 stairs
- 6 Swimsuits
- 7 Floating board
- 8 Learners draw a floating tube.

Topic 6

The creative process and performance

Topic objectives

By the end of the topic, learners should be able to:

- a distinguish between high and low sounds.
- b use their bodies to respond to high and low sounds.
- c use simple musical instruments to accompany short melodies.
- d improvise on given short melodies.
- e respond rhythmically to the respective basic French Time Notes.
- f mimic life activities (movements) that denote the sound duration of each of the respective basic note values.
- g read basic note values.
- h move in response to basic note values.
- i produce 3D objects using locally available materials.
- j identify elements of design.
- k apply elements of design to artworks.
- l classify objects according to primary and secondary colours.
- m use primary and secondary colours to produce artworks.
- n play theatre games in groups.
- o create short games.
- p create your own short stories based on life observations.
- q act using gestures only.
- r act as living statues of local community leaders.
- s create pictures of different leaders in the community.
- t use appropriate simple props.
- u interpret picture books.
- v solve movement problems
- w create movements in response to pictures, music and rhymes.
- x perform a complete movement sequence.
- y create dance shapes.
- z show different emotions in their dance movements.

Unit 14: Music

Teaching notes

- The facilitator shows and explains the new words of the unit.
 - Melody
 - Pitch
 - Scale
 - Musical notes
- Learners sing their favourite with different pitches.

High and low sounds

- You may need a chart in the form of a ladder showing the 4 pitches (refer to Learner's Book page 122-129).
 - d, r, m, f, s
- Explain singing on different pitches, that is, high and low.
- Demonstrate singing the 4 pitches starting from the lowest to the highest.
- Learners use body actions to respond to high and low sounds as they sing the 4 pitches.

Percussion instruments in melodies

- You may need a chart or pictures showing children playing percussion instruments at assembly.
- The facilitator illustrates playing percussion instruments.
- Learners describe the picture shown.

Examples of percussion instruments

- Make a collection of different percussion instruments.
- Learners name the percussion instruments shown.
 - Hosho
 - Tambourine
 - Jingle
 - Cymbals
 - Drum
 - Triangle

Basic note values

- Show a chart with basic note values.
- The facilitator explains the basic note values (refer to Learner's Book page 122-129).
- Learners name the basic note values.
 - Semi-breve

- Minim
- Crotchet
- Quaver
- Semi-quaver

Rhythm of the basic French Time notes

- Facilitator explains the rhythm of the basic French Time notes.
- Learners clap or nod to the French Time notes.

Composition and improvisation of songs

Improvisation of songs

- You can make use of the song, “Twinkle, twinkle little star.”
- Demonstrates singing the song.
- Let learners listen to the audio of the song.
- You can play the song from any available gadget.
- Learners sing the song Twinkle Little Star.

Composition of songs

- Make use of a chart or a video showing boys hunting with a dog in the bush.
- Demonstrates singing the song, “*zvemutsana-mutsana tsuro nembwa.*”
- Learners sing the song.

Suggested resource materials

PlusOne Physical Education and Arts Grade 1 Learner’s Book page 122-129, Physical Education and Arts Syllabus ECD-Grade 2, Physical Education and Arts play area, charts, cards, percussion instruments, ICT tools and e-learning tools.

Activity 14.1

- Learners draw and label all five basic musical notes.
- In groups, learners clap, nod or move to the rhythm of the semi-breve, minim, crotchet, quaver and a semi-quaver.

Exercise 14.1

- taa
- semi-quaver
- semi-breve
- A diagram showing a semi-quaver.
- crotchet

Activity 14.2

- a Learners write and draw a drum, cymbals, jingles, *hosho* and a triangle.
- b Learners write and read the following words:
 - Percussion
 - Drum
 - Cymbals
 - Jingles
 - Hosho
 - Instrument
 - Triangle

Exercise 14.2

- 1 False
- 2 d
- 3 higher

Unit exercise

- 1 A diagram of a drum.
- 2 Semi-breve
- 3 up
- 4 crotchet
- 5 te
- 6 Learners draw a diagram of a semi-quaver.
- 7 True

Unit 15: Visual arts

Teaching notes:

- The facilitator shows and explains new words of the unit (refer to Learner's Book page 130-139).
- The facilitator shows pictures of 3-dimensional objects.
- Learners name the objects.

3- dimensional objects

- Make a collection of 3-dimensional objects.
- The facilitator explains 3-dimensional objects (refer to the learner's book).
- Learners name 3-dimensional objects
 - Cups

- Bottles
- Tins
- Cones

Elements of design

- Facilitator explains elements of design.
 - Line
 - Shape
 - Colour
 - Texture
 - Space
 - Form

Application of elements of design to artworks.

- The facilitator explains the application of elements of design to artwork using pictures or charts.
- Learners list the elements of design.

1 Lines

- Facilitator shows different types of lines and their use (refer to Learner's Book page 130-139).
 - Used to create movement in artwork.

2 Shapes

- Learners name different shapes.
 - Triangles
 - Square
 - Circle
 - Rectangle

3 Colour

- Facilitators display a chart or pictures showing different colours.
- Let learners name the colours:
 - Red
 - Blue
 - Yellow
- The facilitator explains the meaning of colours in artwork (refer to Learner's Book page 130-139).
 - Colours express feelings or a set of mood in the artwork.

4 Texture

- Display pictures showing materials with different textures.
 - Cotton balls

- Sand
- Fabric
- Facilitator explains on texture to (refer to Learner's Book page 130-139).
 - Roughness or smoothness of a surface.
- Learners feel different materials and describe their texture.

5 Space

- Make use of a chart or picture to explain space.
 - We use space to create balance in artwork.

6 Form

- With the aid of a modelled building and picture, show/demonstrate form.
 - It is an object with length, width and height.

Primary colours

- Collect pictures and objects with primary colours.
- Learners name the primary colours.
 - Red
 - Blue
 - Yellow

Producing secondary colours

- Facilitator explains secondary colours and how they are produced (refer to Learner's Book page 130-139).
 - Blue + yellow = green
 - Red + yellow = orange
 - Red + blue = purple
- Learners mix primary colours to make secondary colours.

Artworks with primary colours

- Facilitator shows different artworks with primary colours.
- Learners identify primary colours used to decorate the artwork.

Artworks with secondary colours

- The facilitator explains decorating artwork with secondary colours (refer to Learner's Book page 130-139).
- Learners name secondary colours used to decorate the artwork.
 - Green
 - Orange
 - Purple

Suggested resource materials

PlusOne Physical Education and Arts Grade 1 Learner's Book page 130-139, Physical Education and Arts Syllabus ECD – Grade 2, Physical Education and Arts play area, play-dough/clay, artefacts, magazines, sand and waterplay area, paint, artistic portfolios, bond paper, monster crayons/charcoal or ICT tools.

Activity 15.1

- a Learners use different elements of design to produce artwork.
- b Learners show their artworks to the facilitator.

Exercise 15.1

- 1 bottles, cups, tins and cones, among others.
- 2 line, shapes, colour, texture, space or form.
- 3 A diagram showing any of the 3-dimensional shapes:
 - cups, cones, bottles or tins.

Activity 15.2

- a Learners collect all the primary colours: blue, red and yellow.
- b Learners mix primary colours to make secondary colours:
 - blue + yellow = green
 - red + yellow = orange
 - red + blue = purple
- c Learners mold clay pots and decorate them with both primary and secondary colours.

Unit exercise

- 1 colours
- 2 blue, red and yellow
- 3 green, orange or purple
- 4 A diagram showing a yellow triangle.
- 5 tins, cups, cones or bottles
- 6 line, shapes, colour, texture, space or form
- 7 orange

Practical activities

- 8 Learners mix red and blue to get purple, blue and yellow to get green or red and yellow to get orange.
- 9 Learners form 3-dimensional objects through cutting out pieces of shapes and join them using glue.

Unit 16: Theatre

Teaching notes

- Start by explaining the new words of the unit (refer to Learner's Book page 140-146).
- Collect pictures or make a chart showing people acting in a drama.
- Learners discuss and say what they think the drama is about.

Theatre games

- Facilitator shows a chart or pictures showing learners playing the game, *sarura wako*.
- The facilitator explains theatre games (refer to Learner's Book page 140-146).
- Learners play *sarura wako*.

Short games

- The facilitator explains about short games.
- Show a picture of children playing *nhodo/amadolo* and others playing chess.
- Children play *nhodo/igwini* and chess.
- Children name other games:
 - Freeze dance
 - Animal movements
 - What is in the box?

Short stories based on life observations

Acting using gestures only

- 1 Pantomime
 - Facilitator explains pantomime (refer to Learner's Book page 140-146).
 - A play with actions only.
 - Learners may watch a video about the cartoon Cinderella.

- 2 Tableau/still pictures
 - With the help of pictures or a chart, the facilitator explains tableau / still pictures:
 - Tableaus tell stories without talking.
 - Facilitator shows picture of a cartoon, "The Magic of the School Bus."
 - Learners may watch a video of the cartoon, "The Magic of the School Bus."

Community members

Community leaders

- The facilitator shows and explains a picture of a chief.
 - A chief help in maintaining traditions
 - A chief guides the community.

- Learners name their chiefs.
- The facilitators show pictures of a facilitator and a nurse as community leaders.
- Learners identify the importance of the leaders shown on the chart (refer to Learner's Book page 140-146).
 - A facilitator teaches learners at school.
 - A nurse looks after the sick.

Costumes

- Facilitator shows pictures of different actors like Ajigija, Sofia, and Sponge Bob with their costumes.
- The facilitator explains about costumes.
- Learners may watch some of the videos, like those of Sophia and Sponge Bob.

Props

- The facilitator explains about props using pictures and charts showing actors with different props.
- Learners identify props with actors shown in pictures.
 - Toys
 - Guns
 - Tables
 - Walking sticks.

Picture book reading

- The facilitator shows pictures from a picture book.
- Learners create stories from the pictures shown, for example, the picture showing the story called "Mary had a lamb."

Role play

- With the facilitator's guidance, learners role-play the story about Mary and the little lamb using the correct costumes and props.

Suggested resource materials

PlusOne Physical Education Grade 1 Learner's Book page 140-146, Physical Education and Arts Syllabus ECD-Grade 2, Physical Education and Arts Play area, lights, torches, candles, ICT tools, print media, resource persons, picture books or theatre books.

Activity 16.1

Learners play *Sarura wako kadeya-deya* or any traditional theatre games in groups.

Exercise 16.1

- 1 Name of the most favourite theatre game and the reason why the learner loves the game.
- 2 A diagram showing a chief.
- 3 facilitator / teacher
- 4 sick

Activity 16.2

Learners role-play taking turns as a community leader they admire.

Unit exercise

- 1 good
- 2 *Sarura wako kadeya-deya*, freeze dance, animal movements or what is in the box.
- 3 costumes
- 4 props
- 5 prop
- 6 Rob, scarf, hat, gown
- 7 stories

Practical activity

- 8 Learners mould a pot or cup using play dough/clay and colour the pot or cup with any secondary colour.
- 9 Learners fill in the given colour wheel with the correct colours.

Unit 17: Dance

Teaching notes

- The facilitator shows a picture or chart of dancers.
- Learners describe dancers in the picture.

Solving movement problems

- Make use of pictures or chart.
- Facilitator probes questions on solving dancing problems.
- Learners identify movement problems of dancers in the pictures shown (refer to Learner's Book page 147-152).
 - Creating enough space for dancing.

Movement in response to pictures, music and rhymes

- The facilitator brings a picture of children dancing in a similar style and a radio to play music.
- The facilitator explains the movements that suit the music.
- Learners dance to any music of their choice.
- Learners recite the rhyme as they dance (refer to Learner's Book page 147-152).

Creating dance shapes

- Explain how to create shapes when dancing using pictures (refer to Learner's Book page 147-152).
- Learners identify the shapes and patterns created when dancing.
- In groups, learners dance in a circle.

Movement and emotions

- Bring a chart and pictures showing the wedding party and funeral.
- Explain emotions at wedding parties and funerals.
- Learners may watch videos, one for a wedding ceremony and the other one for people at a funeral.
- Let people compare the videos.

Suggested resource materials

PlusOne Physical Education and Arts Grade 1 Learner's Book page 147-152, Physical Education and Arts Syllabus ECD – Grade 2, Physical Education and Arts play area, ICT tools, lights, torches, resource person, picture books, or dance groups.

Activity 17.1

The facilitator instructs learners to:

- a** form a circle in groups.
- b** sing and dance in a circle.

Exercise 17.1

- 1** True
- 2** circle
- 3** A diagram showing a dancer making some patterns.

Activity 17.2

- a** Learners can dance in a circle.
- b** Learners are instructed to make a big circle.
- c** Learners are instructed to dance in a circle.



Unit exercise

- 1 Learners draw and colour a circle.
- 2 Learners draw a sad face.
- 3 Learners draw a happy dancer.
- 4 shapes
- 5 chief
- 6 movements

Practical questions

- 7 Learners practise dancing in a circle.
- 8 Learners create shapes while dancing.
- 9 Learners dance with their hands tied to their backs.

Topic 7

Aesthetic values and appreciation

Topic objectives

By the end of the topic, learners should be able to:

- a identify how ideas and moods are communicated through music.
- b produce artworks and artefacts from their environment.
- c respond to an animation and puppetry performance.
- d used dance vocabulary.
- e analyse dance formation.
- f state the relationship between dance and communication.

Unit 18: Physical Education and Arts aesthetic values and appreciation

Teaching notes

- First, explain the new words of the unit (refer to Learner's Book page 153-159).
- You can make use of a chart or pictures showing children dancing and others playing musical instruments and singing to illustrate the mood.
- Learners may also watch a video on children dancing.

Ideas and music through music

- The facilitator shows a chart or picture showing a group of children dancing to Jah Prayzah's music.
- Learners say the mood of dancers is shown on a chart or pictures.
- Learners may watch a video of different happy dancers.
- The facilitator shows a picture showing music that can make people cry.
- Learner describes the picture of learners listening to Soul Jah Love's song, "*Dai Hupenyu hwaitengwa.*"
- The facilitator shows a picture showing a mother carrying a baby on her back.

- The facilitator explains the importance of lullabying to babies:
 - Music can make babies sleep.
- Learners sing a lullaby, “Stop crying at my child.”

Artworks and artefacts in the community

- Show a chart or pictures of a variety of artwork and pictures.
- Let learners name the artwork and artefacts.
 - Clay artefacts like clay pots
 - Baskets
 - Sculptures
- Facilitator probes questions on the different materials used to make artwork and artefacts.
- Explain about the materials used to make artwork and artefacts (refer to Learner’s Book page 153-159).
- Learners identify the materials used to make different artwork and artefacts.
 - A potter uses clay to produce clay artefacts
 - A weaver uses reeds.
 - A sculptor uses stone.
 - A painter uses paint, brushes, and water.

Animation and puppetry

- Facilitator shows a picture of the birth of Jesus.
- Learners tell a story from the picture.
- Learners may watch a film about the birth of Jesus.
- The facilitator explains animation puppetry (refer to Learner’s Book page 153-159).

Using dance vocabulary

- Make use of a chart to explain dance.
 - The dance is ballet.
 - Dance entertains people.
 - Dance tells stories.
- Learners describe the dance on the chart or pictures.
- Learners may watch ballet dance.

Analysing dance formations

- Make use of a video clip showing dancers.
- You may also show a picture of dancers.
- Help learners to analyse dance formations (refer to Learner’s Book page 153-159).
 - In dance people can form shapes.
 - People can also dance in different directions.

Relationship between dance and communication

- The facilitator brings pictures showing learners dancing.
- The facilitator explains the pictures of dancers.
 - Dancers can show different messages to the audience.

Suggested resource material

PlusOne Physical Education and Arts Grade 1 Learner's Book page 153-159, Physical Education and Arts Syllabus ECD-Grade 2, Physical Education and Arts play area, ICT tools, magazines, artefacts, lights, torches or candles

Activity 18.1

- a Learners play any recorded music of their choice with friends.
- b Learners tell each other about the message from the song and how they feel when hearing the music.

Exercise 18.1

- 1 True
- 2 happy
- 3 Jah Prayzah

Activity 18.2

- a Learners make objects of different sizes out of clay.
- b Learners name and decorate the materials with paints of different colours.

Exercise 18.2

- 1 happy
- 2 sad
- 3 clay
- 4 A diagram showing a basket.

Activity 18.3

In groups, learners role-play the birth of Jesus.

Unit exercise

- 1 happy
- 2 shapes
- 3 dancing
- 4 Learners draw themselves while dancing.

- 5 paint
- 6 stone
- 7 sleep

Practical activities

- 8 Learners sing a lullaby
- 9 Learners sing a happy song.
- 10 Learners make posters using paints.

Topic 8

Physical Education and Arts technology

Topic objectives

By the end of the topic, learners should be able to:

- a identify Physical Education and Arts equipment in the school.
- b make recordings using cameras and phones.
- c apply relevant lighting during performances.
- d identify sources of sound effects and respond with movement.

Unit 19: Physical Education and Arts technology

Teaching notes

- Explain new words of the unit (refer to Learner's Book page 160-165).
- Make a collection of different Physical Education and Arts equipment.
- Learners name the equipment shown.

Physical Education and Arts equipment in the school

- Facilitator shows a chart and pictures of Physical Education equipment.
- Learners name the equipment shown:
 - Skipping ropes
 - Cones
 - Balls
 - Racquets
 - Bats

Arts equipment in the school

- Make a collection of materials used in arts.
- You may also make use of pictures or a chart showing art equipment.
 - Brush
 - Paints

- Musical instruments
- Cameras for recording.
- Smartphones
- Learners name arts equipment.
- Explain the use of the arts equipment (refer to Learner's Book page 160-165).
- Demonstrate the use of arts equipment (refer to Learner's Book page 160-165).
- Learners practise using the different arts equipment.
- Learners may watch a recorded video of a school choir performing at a music competition.

Applying relevant lighting during performances

- Facilitator shows a picture or chart of dancers on a stage with lights.
- The facilitator explains the effects of light on performers on stage (refer to Learner's Book page 160-165).
 - Light helps performers to be seen by the audience.
 - Lights help to tell a story or message.

Sources of sound effects

- Facilitator shows pictures showing the different sources of sound.
- Let learners name the objects in the picture.
 - Bird
 - Dog
 - Television
 - Radio
 - Musical instruments
 - Footsteps
 - Animals
- The facilitator explains sources of sound (refer to Learner's Book page 160-165).

Activity 19.1

Learners use any of the available technological tools to record their favourite music.

Exercise 19.1

- 1 skipping ropes, balls, racquets, bats or cones.
- 2 A diagram showing a guitar.
- 3 technological tools.
- 4 video camera
- 5 A diagram of a video camera.
- 6 to show others
- 7 A diagram of a smartphone.

Activity 19.2

Learners watch a dance video of their choice and name the colours of lights seen at the stage.

Unit exercise

- 1 dancing
- 2 patterns
- 3 Learners draw dancers on the stage.
- 4 Lights help performers to be seen by the audience.
 - Lights also help to tell a story or message.
- 5 birds, dogs, radio, television, musical instruments, footsteps or animals
- 6 audience

Practical activity

- 7 Learners draw any Physical Education and Arts equipment of their choice.

Topic 9

Physical Education and Arts enterprise

Topic objectives

By the end of the topic, learners should be able to:

- a identify careers in Physical Education and Arts.
- b role play careers in Physical Education and Arts.
- c identify media tools for marketing.
- d make sporting and art equipment using locally available resources.
- e role play buying and selling equipment and tools.
- f price fairly at fundraising shows

Unit 20: Physical Education and Arts enterprise

Teaching notes

- Facilitator should explain the new words of the unit (refer to Learner's Book page 166-175).
- The facilitator shows a picture of different careers in Physical Education and the Arts.
- Make flashcards for learners to read new words.
- Let learners name the careers shown on the chart or pictures.
 - Soccer player
 - Tennis player
 - Painter
 - Dancer
 - Sculptor
 - Athlete

Careers in Physical Education

- Show learners pictures of different Physical Education careers.
- Explain Physical Education careers (refer to Learner's Book page 166-175).
- Learners name the careers shown:
 - Soccer player

- An athletics coach
- A sports administrator
- Athletes
- A physical education facilitator
- Learners may watch a video on careers in Physical Education.

Careers in Arts

- Make a collection of pictures showing arts careers.
- Explain arts careers (refer to Learner's Book page 166-175).
- Let learners name the careers shown:
 - A painter
 - A potter
 - A photographer
 - A singer
 - A choreographer
 - A dancer
- Learners may watch some videos showing some of the careers in the arts.

Media tools for marketing

- Facilitator explains about marketing products or services (refer to Learner's Book page 166-175).
- You can make use of pictures or a chart to illustrate the social media platform that can be used for marketing products or services.
- Learners name the platforms shown in the chart or pictures:
 - Facebook
 - WhatsApp
 - X
 - Instagram
- The facilitator also explains different media that can be used to market products and services:
 - Flyers
 - Newsletters in schools and the community
 - Brochures
- Facilitator also illustrates with the use of a chart the community events that can be announced through media tools (refer to Learner's Book page 166-175).
- Learners name the events shown:
 - Weddings
 - *Jakwara*
 - Funerals
 - *Mukwerera*

Making sporting and art equipment using local resources

- Make a collection of local resources which can be used to construct sporting and arts equipment.
- Let learners list the different sports and art equipment
 - Balls
 - Skipping ropes
 - Brushes
 - Paints
 - Musical instruments
 - Bean bags
 - Dyes
 - Clay/dough
- Demonstrate the construction of sporting and art equipment.
- Learners make sporting and art equipment under the facilitator's instructions.

Business ethics

- Make a chart showing different business ethics.
- Explain ethics (refer to Learner's Book page 166-175).
 - Honesty
 - Fairness
 - Communication
 - Self-control
 - Teamwork
 - Listening skills
- Let learners role-play one of the business ethics.

Fundraising performance

- Facilitator explains fundraising.
- Learners discuss the activities which can be done for fundraising
 - Percussion band
- With the help of the facilitator, learners discuss the fee to be charged at fundraising.
- Learners practice percussion as well as songs with movements and actions.
- Learners sing songs of their own choice imitating other musicians like Jah Prayzah.
- Encourage learners to play different musical instruments as they sing.

Suggested resource materials

PlusOne Physical Education Grade 1 Learner's Book page 166-175, Physical Education and Arts Syllabus ECD-Grade 2, Physical Education and Arts play area, pictures, ICT tools, money and tickets, or Physical Education and Arts equipment.

Activity 20.1

Learners play a role in any career in Physical Education and the Arts.

Exercise 20.1

- | | |
|-------------------------------------|---------|
| 1 dances | 3 dance |
| 2 A diagram showing a photographer. | |

Activity 20.2

Facilitator instructs learners to:

- a collect materials for making sporting and art materials from the community.
- b make sporting and art materials of their own choice.
- c decorate the materials using different colours.

Exercise 20.2

- | | |
|----------------|---|
| 1 social media | 3 A diagram of a flier. |
| 2 fliers | 4 <i>Jakwara</i> , wedding, funeral or <i>mukwerera</i> . |

Activity 20.3

Learners role-play buying and selling as a group.

Exercise 20.3

- 1 pay money
- 2 A diagram of a drum.
- 3 ethic

Exercise 20.4

- | | |
|----------|--------|
| 1 good | 3 bad |
| 2 polite | 4 good |

Unit revision exercise

- | | |
|----------|-------------|
| 1 singer | 3 guitar |
| 2 True | 4 Athletics |

Practical activities

- 5 Learners assist each other with the musical instruments they cannot play.
- 6 In groups, learners role-play any music career, and the facilitator adjudicates the musical performances.