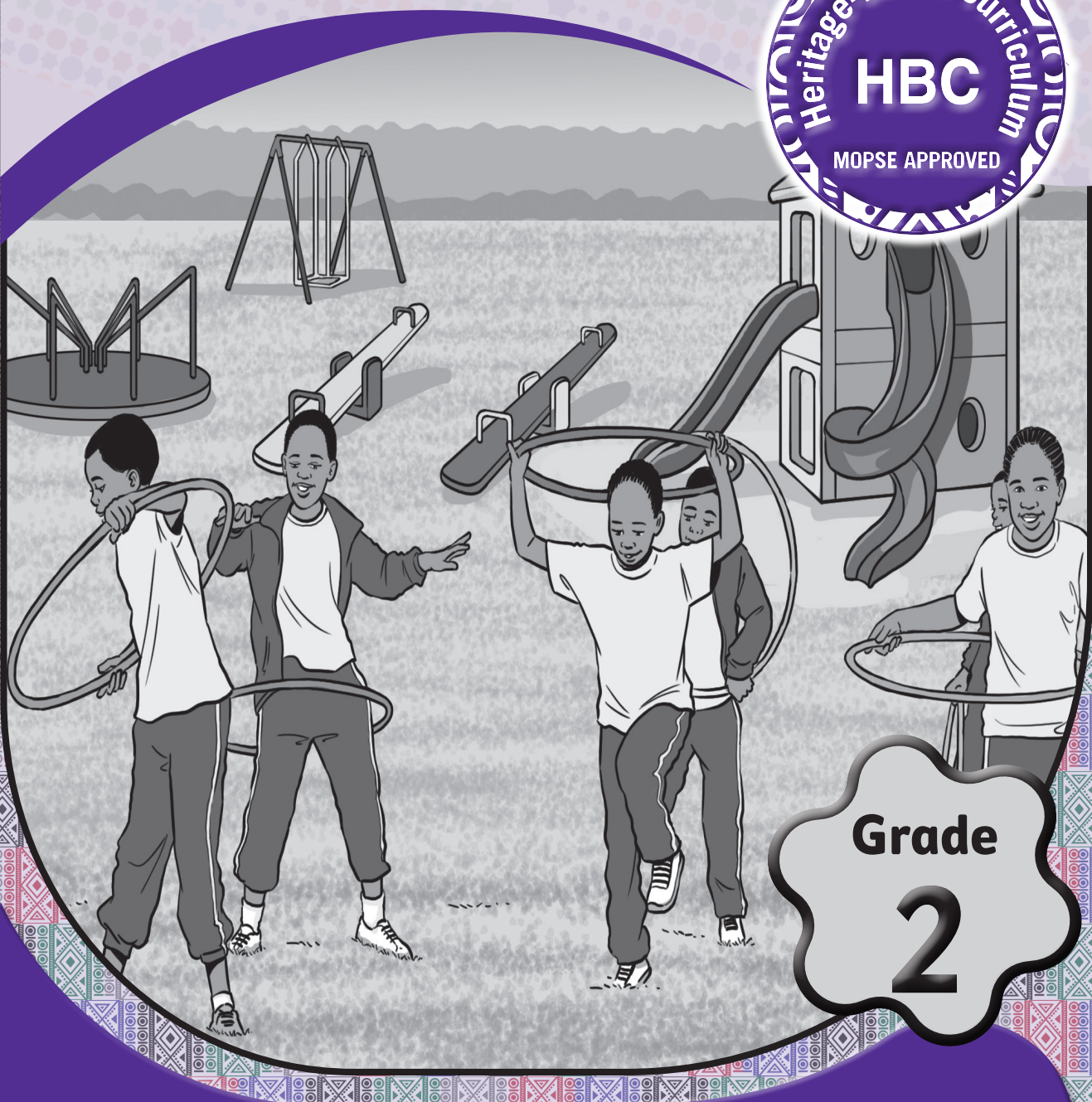


Physical Education and Arts



Grade
2

PlusOne

Physical Education and Arts

Teacher's Guide



Anchors of the schools curricula

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Introduction

The **PlusOne Physical Education and Arts Grade 2** 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 2 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 centered 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 2 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 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.

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

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

b Learning-centred pedagogy

A learning-centred classroom creates the opportunity for learners to engage in meaningful hands-on activities that relate 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 2 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 arts 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 the topic, learners should be able to;

- a** name safe and unsafe objects about storage, use and care.
- b** discuss playing area safety rules.
- c** demonstrate various ways of caring for the environment.
- d** formulate safety rules and regulations to be followed with and without apparatus, equipment and instruments.
- e** exercise regularly to maintain physical fitness and mental health.
- f** exercise regularly to enhance muscular development, strength and body coordination.
- g** identify good eating habits.
- h** name healthy and unhealthy foods.
- i** explain the dangers of poor hygiene practices.
- j** perform activities used to develop health-related elements of fitness.
- k** perform testing and measurement.

Unit 1: Safety

Teaching notes

- Facilitator uses the immediate environment as learners identify hazardous objects.
- Charts and pictures with different hazardous environments and scenarios can also be used.

Safe and unsafe objects

- Make use of a chart or pictures for learners to identify safe and unsafe objects.
- Facilitator probes questions on dangers of learning and living in an unsafe environment.
- With the help of the facilitator, learners formulate rules that will make them play safely in and outside the class.
- They also pick papers around the school and dispose into a rubbish bin or pit.
- School rule chart can also be read to learners so as to enforce safety.
 - No pushing or shoving.
 - Stay within the area shown by the facilitator.

- Tell your facilitator if you are hurt.

Caring for the environment

- Facilitator make use of a chart or pictures showing learners to illustrate caring for the environment.
 - Planting flowers.
 - Saving water through using the bucket instead of running water.

General safety rules without specific apparatus

- Facilitator make use of pictures to illustrate general safety rules without specific apparatus:
 - Do not run.
 - Play at a clean and organized space for safety.
 - Put your belongings away so that no one trips over them.
 - No pushing, poking or tripping.
- Learners may watch a video on safety rules.

Safety rules when using apparatus, equipment and instruments

- You can make use of real objects and a chart showing apparatus used in arts
- Learners identify apparatus shown.
 - Paints
 - Scissors
 - Googles
 - Brushes
 - Water
- Facilitator explains the rules when using arts apparatus.
- Learners discuss the benefits of playing at a safe play area like:
 - Playing at grassy areas.
 - Sitting properly when playing with swings.

Rules and regulations on the storage and care of apparatus, equipment and instruments

- Make use of pictures or real crayons and pencils.
- Facilitator explains the rules and regulations on the storage and care of apparatus.
 - Store crayons in a safe and dry place.
 - After use, store crayons in a cardboard boxes.
 - We should not break our crayons.

Suggested resource materials

PlusOne Physical Education and Arts Learner's Book page 1-9, Physical Education and Arts Syllabus ECD- Grade 2, Physical Education and Arts play area, mats, 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 1.1

- a** Learners collect litter around the environment and throw it into the bin.
- b** In groups, learners make five safety rules as a class which will keep the environment clean, like:
 - Do not litter.
 - Remove all litter around the environment.
 - Put every litter in the bin or rubbish pit.

Exercise 1.1

Complete words with the correct letters.

- | | |
|------------------|----------------|
| 1 bin | 3 rules |
| 2 bottles | 4 safe |

Activity 1.2

- a** Learners name objects that are dangerous at school.
- b** Learners name objects that are dangerous at home.
- c** Learners give safety rules to follow when playing with others.

Activity 1.3

- a** Under the facilitator's instructions, learners go to the play centre.
- b** Under the facilitator's guidance, learners pick their favourite play station.
- c** Safety. Learners play observing safety rules in the play area.
- d** Learners pick up all litter before leaving the play area.

Activity 1.4

Learners discuss ways in which apparatus are taken care of at school.

Unit revision exercise

- | | |
|---------------------|--------------------|
| 1 not a safe | 5 safely |
| 2 follow | 6 away from |
| 3 injuries | 7 wash |
| 4 draw | |

Practical activities

- 8** Under the facilitator's learners design a rubbish bin. They can make use of cardboard boxes to make the bins.
- 9** In groups, learners show how people get hurt when playing in dangerous areas.

Unit 2: Health

Teaching notes

- Make use of pictures showing children doing health-related exercises like:
 - skipping
 - playing
- Learners say what is in the picture and name some activities which is done for exercising.

Physical fitness and mental health

- Facilitator shows a picture or chart showing learners doing some exercises at the play ground with their facilitator.
- Learners may watch a video on learners doing some exercises.
- Pictures of good and bad food.

Exercising to enhance muscular development, strength and body coordination

- Show learners a picture or chart of children playing soccer at the playground.
- Let learners say what they see on the chart.
- Facilitator explain the benefits of playing at your free time:
 - Playing makes the body and mind health.

Good eating habits

- Pictures with different scenarios, one with a child suffering from kwashiorkor and the other child taking too much bad food like cakes.
- Learners may watch a video on deficiency diseases.
- Facilitator explains the results of eating bad food.
 - Gaining too much fat.
- Learners list the food they eat at home.

Healthy and unhealthy food

Healthy food

- Make use of pictures or a chart and foodstuffs to illustrate healthy food.
- Learners name healthy food using the foodstuffs and pictures shown:
 - Carrots
 - Potatoes
 - Fish
 - Milk
 - Vegetables
 - Garlic
 - Sweet potatoes

- Facilitator explains the benefits of eating healthy food.
 - Healthy food nourishes our body.
 - Healthy food keeps us healthy.
 - Healthy food makes us grow.

Unhealthy food

- Make use of a chart or pictures showing unhealthy food and unhealthy foodstuffs.
- Learners name unhealthy food shown.
 - Cakes
 - Burger
 - Chocolates
 - Icecream
 - Sweets
- Facilitator explain the dangers of eating unhealthy food.
 - Unhealthy food causes diseases.
 - Unhealthy food is bad for our body.
 - Unhealthy food cause diseases like obesity.

Dangers of poor hygiene practices

- Bring a bucket with water, soap and a towel.
- Learners may be instructed to demonstrate washing their faces.
- Tooth brushes, tooth paste or salt, body cream, hair comb to be shown to learners and they discuss how these items are used.
- Facilitator illustrates on the dangers of poor hygiene practices.
 - If we do not wash our hands before meals, we fall sick.
 - If we do not cover our mouth and nose when sneezing, we spread germs.
 - Not brushing our teeth regularly causes cavities in teeth and bad smell.
 - If we do not bath we develop body odor and skin diseases.
 - Wearing dirty clothes makes us looks scruffy.

Activities used to develop health-related elements

- Make use of a chart or pictures showing learners doing different activities for fitness.
- Learners describe the activities shown.
- Learners may watch the video on activities done to develop health-related elements of fitness.
- Facilitator explain the benefits of exercising:
 - It helps the heart and lungs work well.
 - Helps us to become healthy and fit.
 - Helps us having a balance of muscle and fat.

Health and wellness tests and measurement

- Facilitator make use of a meter rule stick and a tape measure to measure the height of learners.
- Facilitator explain how a tape measure or meter rule stick is being used.
- The facilitator also use a scale to do weight test.
- Facilitator explains the reason of having weight test.
 - To check under and overweight.

Suggested resource materials

PlusOne Physical Education and Arts Grade 2 Learner's Book page 10-19, Physical Education and Arts Syllabus ECD- Grade 2, practise own choice activities in open fresh air. slides, swings, monkey bars, pictures, models of tooth brushes, paper, toothpaste, water, brushes, books with songs, poems and stories on hygiene resource persons, charts on health issues, ICT and e-learning tools, puppets, household tools, skipping ropes, saws, springboards or locally available resources such as ashes for sanitation.

Activity 2.1

Learners practise press-ups. They do at least five press-ups.

Activity 2.2

Learners have shuttle runs in groups from point A to point B.

Learners repeat the shuttle runs.

Exercise 2.1

- 1 ball
- 2 football
- 3 Exercises

Activity 2.3

From the given puzzle, learners look for:

- eat
- Food
- Care
- Health
- Strong

Exercise 2.2

- 1 grow
- 2 A diagram showing a healthy food.
- 3 diseases
- 4 Learners group the given food into healthy and unhealthy food.

Healthy food

Chicken, vegetables, fish, bananas, apples, groundnuts and potatoes

Unhealthy food

Chips, sausage, hotdog and fizzi drinks.

Activity 2.4

- a In groups learners do their favourite exercises.
- b Learners discuss the benefits of exercising in groups.

Exercise 2.3

- 1 healthy
- 2 clean
- 3 dustbin
- 4 A well-drawn rubbish pit or dustbin.

Activity 2.5

Under the facilitator's guidance, learners measure and record their weight using a scale.

Unit revision exercise

- 1 sick
- 2 short
- 3 body
- 4 running
- 5 after
- 6 clean
- 7 unhealthy
- 8 grow

Practical activity

- 9 Learners demonstrate the correct way of washing.
- 10 Learners demonstrate the correct way of cleaning the classroom.
- 11 In groups of five, learners practise aerobic dances.

Topic 2

Human body

Topic objectives

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

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

Unit 3: Body parts

Teaching notes

Parts of the human body

- For young learners around this age, they are expected to learn about their body parts.
- You have to show them diagram of body parts.
- The body parts which they are supposed to know include:
 - head
 - neck
 - shoulder
 - eyes
 - nose
 - ears
 - hand
 - stomach
 - finger
 - leg
 - knee
 - foot
- Learners may watch a rhyme on body parts.
- Learners identify body parts as they recite a rhyme on body parts.

Functions of body parts

- Learners must know the functions of their different body parts, at this age.
- Make use of a chart or pictures to illustrate the functions of body parts.
- Explain the different functions of body parts:
 - The head holds our brain and helps us to think.
 - Eyes help us to see.

- Ears help us to hear sounds.
- Nose helps us to smell.
- The mouth is for eating, talking and smiling.
- Hands help us to touch.
- Fingers help us to pick up small things and feel different textures.
- Arms help us to reach for things.
- Legs help us to stand, walk, run and jump.
- Feet help us in balancing.

Caring for body parts

- Learners must know how best they can care for their body parts.
- Make use of pictures and charts with children caring for their body parts like:
 - Brushing teeth
 - Washing hands after visiting the toilet.
 - Washing hands before and after eating.
- Learners may recite a Ndebele rhyme on caring for body parts called *Vusa Vusa vuka*.

Males and females

- Human beings have two sexes, so let children know their sexes.
- Let each learner introduce himself or herself and highlighting his or her own sex.
- You can make use of a chart to help you illustrate on sexes.
- Let learners make use of male and female to introduce themselves.

Suggested resource materials

PlusOne Learner's book Grade 2 page 20-27, Physical Education and Arts Syllabus ECD-Grade 2, Physical Education and Arts play area, songs and rhyme, charts of the human body, poems, dolls, mirrors, pictures, puzzles, clay and playdough, crayons, books, paper glue, educational magazines, papier Mache, ICT and e-learning, beads or resource persons.

Activity 3.1

Learners sing the rhyme:

Head and shoulders, knees and toes
Knees and toes, knees and toes
Head and shoulders, knees and toes
Clap your hands and praise Him
Head and shoulders knees and toes.

(Learners must touch the body parts as they sing.)

Exercise 3.1

Learners name the body parts shown.

- | | |
|----------|--------------|
| A. ear | F. shoulders |
| B. nose | G. hand |
| C. head | H. leg |
| D. mouth | I. back |
| E. hand | J. feet |

Activity 3.2

Facilitator helps learners to recite the rhyme, you can translate it to their vernacular language.

Exercise 3.2

- The learner must match the body part to its function correctly.
 - Legs for walking.
 - Ear for hearing.
 - Nose for breathing.
 - Eyes for seeing.
 - Hand for touching.

Unit revision exercise

- 1 many
- 2 females
- 3 males
- 4 boy
- 5 girl
- 6 eating
- 7 day
- 8 eyes
- 9 soap

Practical activities

- 10 Learners draw a human being.
- 11 Learners demonstrate how to brush teeth.
- 12 Learners demonstrate how to comb hair.

Topic 3

History of arts and culture

Topic objectives

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

- a** identify the role of music from past and present cultures in daily and special events.
- b** move to various rhythms, melodies and forms of music.
- c** sing Zimbabwean indigenous songs.
- d** play game songs from Zimbabwean culture.
- e** identify local dance styles, props and costumes.
- f** classify visual art in the school.
- g** name visual artists in the community and their works.
- h** categorise works of art from a variety of places and times.
- i** recognise visual art materials from different cultures.
- j** identify the role of visual art and artists.
- k** use visual art material from different culture.
- l** organise educational tours to historical sites in the community.
- m** identify roles in theatre, films and animation.
- n** respond to a variety of theatre, film and animation performances from the community.
- o** perform children's theatre.
- p** name roles of actors and audience.

Unit 4: Music and dance

Teaching notes

- Make sure you explain the key words:
 - Musician, morals, ululate, composer, heritage and cultural songs.
- Learners describe the picture of traditional dancers shown (refer to Learner's Book page 28-37).

The role of music, musician and composers in the past and present

- Facilitators should make sure that there is adequate material before teaching music and dance.

- You can make use pictures showing different type of songs like:
 - *Jiti* songs,
 - *Chimurenga / Umvukela* songs,
 - Celebration songs,
 - Wedding songs game songs.

Jiti songs

Explain the importance of *jiti* songs (refer to Learner's Book page 28-37).

- They are cultural songs.
- *Jiti* songs entertains.
- They unite the community.
- Learners give examples of *jiti* songs.
 - *Kabhasikoro*
- Learners may watch a video on *jiti* songs.

Chimurenga /UMvukela songs

- Facilitator can make use of charts, pictures or learners may watch a video on *Chimurenga/ Umvukela* songs.
- The facilitator explains the importance of *Chimurenga/Umvukela* songs (refer to Learner's Book page 28-37).
 - Encourage fighters to fight on.
 - They motivate and encourage fighters.

Celebration songs

- Explain celebration songs with the aid of charts or pictures.
- Learner's can name different celebrations:
 - Independence
 - wedding
- Learners may watch a video showing some celebrations.

Jakwara /nhimbe /ilima

- Show pictures or a chart showing *jakwara / nhimbe / ilima* songs.
- Let learners name different works which may need *jakwara*.
 - Threshing *rapoko* or millet.
 - Weeding in the fields.
 - Learners discuss the pictures showing people at *jakwara /nhimbe / ilima*.

Game songs

- Let learners list different games songs.
 - Head and shoulders.
 - If you are happy and you know it.
 - *Amai VaRona*.

- Facilitator explains the importance of game songs.
- Game songs make games fun.

Role of music and musicians in the past

- Show pictures of musicians performing.
- Explain roles of music and musicians in the present:
 - Musicians sing songs.
 - They play musical instruments.
 - Educate people.
 - Musicians entertain people.
- Let learners name local musicians:
 - Jah Prayzah.
 - Ammara Brown.
 - Sandra Ndebele.
 - Dorcas Moyo.
 - Aleck Macheso.
- Learners name their favourite musicians.
- Learners may watch video clips on different musicians.

Movement in response to various rhythms, melodies and forms of music

- You can make use of pictures or a chart showing learners responding to music.
- Let learners name their favourite music.
- Discuss the different ways in which people respond to music:
 - Clapping
 - Nodding
 - Twisting the waist.
- You may play learners' favourite music and let them respond to the music.

Game songs from Zimbabwean culture

- Facilitator explains Zimbabwean game songs.
 - Some game songs are cultural songs.
 - They teach creativity to children.
 - They are part of our heritage.
- Let learners name some game songs in their culture.
- Learners give examples of Zimbabwean game songs:
 - *Vhaya kadhumba.*
- Learners sing game songs of their culture.

Local dance styles, props and costumes

Dance styles

- Make use of pictures or charts to explain dance styles.
- Let learners say what they see on the chart or pictures.

- Learners may watch a video showing different dance styles.
- Explain dances like *mbakumba*, *muchongoyo* and other cultural dances.
- Explain the movements in *mbakumba* and *muchongoyo* (refer to Learner's Book page 28-37).
 - *Mbakumba* dance involves clapping, simple steps and joyful movements.
 - *Muchongoyo* is a war dance.
 - Dancers wear traditional attire or clothes.
 - They have spears and sticks.

Props

- Make use of pictures and videos to explain props.
- Let learners identify props from videos or pictures.
 - Sticks
 - Spears
 - Winnowing baskets
 - Knobkerrie
- Facilitator explains the importance of props in dance.
 - Props make the dance fun and interesting.
 - They help to tell the messages in dance.

Suggested resource materials

PlusOne Physical Education and Arts Grade 2 Learner's Book page 28-37, Physical Education and Arts Syllabus ECD-Grade 2, Physical Education and Arts play area, pictures, musical instruments, props and costumes or ICT tools.

Activity 4.1

Learners sing any recorded music from a favourite musician to a friend. They make some body movement as they sing along the song.

Exercise 4.1

- 1 sing songs
- 2 to make work enjoyable
- 3 True
- 4 gun
- 5 Learners draw a favourite musical instrument.

Activity 4.2

Facilitator instructs learners to look for someone to play *rhumba* and reggae music for them in pairs. Learners take turns moving their bodies in response to the type of music being played.

Facilitator instructs learners to make some responses to the music.

Note the difference of movements to each type of music.

Exercise 4.2

- | | |
|------------|-----------|
| 1 move | 3 nodding |
| 2 clapping | 4 head |

Activity 4.3

In groups, learners are instructed to choose and sing favourite game songs as they play the game.

Activity 4.4

- a Learners are instructed to practise *mbakumba* dance in groups.
- b Learners dance the practiced dance before the class.

Activity 4.5

Facilitator helps learners to get into groups and play the game song *tinotsvaga maonde*.

Learners take turns in leading the song. The winner only wins after naming at least seven trees.

Exercise 4.3

- | | |
|---------------|------------|
| 1 game | 3 children |
| 2 celebration | |

Unit revision exercise

- | | |
|---------|----------------------|
| 1 war | 4 nod |
| 2 True | 5 A well-drawn prop. |
| 3 props | 6 <i>Mhande</i> |

Practical activities

- 7 Learners organise themselves in groups of eight under the help of the facilitator and sing a work song as they do work of their choice.
- 8 Facilitator help learners to be in groups of six and choose any *Chimurenga* / *Umvukela* song and sing whilst acting it out.

Unit 5: Visual arts

Teaching notes

- The facilitator should explain new words before teaching visual arts.
 - Visual arts, artefacts, craft, sculptor, potter
- Facilitator should make sure that there is adequate teaching and learning material.
- Learners name sculptors shown on the chart or pictures.

Visual art in the school

- Collect enough media before teaching for learners at this age understand better through visualising.
- You can make use of a chart or pictures showing:
 - Painting
 - Drawing
 - Wood carving
 - Craft
 - Pottery
- Explain clearly the visual arts (refer to Learner's Book page 38-45).
- Let learners name the visual arts.

Visual artists in the community and their works

- Show pictures or a chart of a sculpture.
- Facilitator explains materials used by a sculptor to produce his artworks.
 - A stone
 - Hammer
 - Chisel
- Learners may identify sculptures in their communities and in the country.

Works of art from different places

- The facilitator may use a chart or pictures showing works of art from different places and times.
- Learners name the artworks shown:
 - Pottery
 - Sculpture
 - Weaved bags
 - Baskets
 - Printed fabric

Visual art materials from different cultures

- Use charts or pictures to illustrate on visual art from different cultures.
- Facilitator should use clear pictures showing materials used to make visual art like:
 - stones
 - wood
 - reeds
 - tree fiber
 - clay
 - metal
 - recycled materials.
 - beads
- Learners may watch a video showing different cultures producing different visual art materials.

- Facilitator shows artworks produced by different cultures (refer to Learner's Book page 38-45).
 - The Shona and Ndebele use clay to make pots, sculptors and toys.
 - Wood is used to make amazing sculptures, furniture and tools.
 - Beads / *zvishongo* / *ubuhlalu* produce necklaces. Bracelets, belts and beautiful patterns on clothes.
 - The Ndebele people use beads to make jewellery and some ceremonial clothes.
 - Fabrics / *machira* / *izindwangu* are used to make colourful clothing.

Role of visual arts and artists

- Make use of a chart or pictures to explain the roles of visual arts and artists.
- Let learners identify the roles of visual art and artists (refer to Learner's Book page 38-45).
 - Art tell stories.
 - Art help preserve our cultural beliefs.
 - Artist create job opportunities in the country.
 - Artists earn the country foreign currency.
- Learners may watch videos on different roles of visual arts and artists.
- It is important to ensure the availability of a first aid kit and first aiders at school in case of an accident.

Uses of artworks

- Facilitator uses pictures to explain the uses of different artworks.
- Learners identify the uses of different artworks.
 - Baskets are used to collect fruits and farm produce.
 - Clay pots are used for cooking, fetching or storing water.

Educational tour to historical sites

- Facilitator explains about historical sites in Zimbabwe.
- Facilitator illustrates with pictures what is found at Great Zimbabwe (refer to Learner's Book page 38-45).
- Let learners name the old artefacts at Great Zimbabwe.
 - Clay pots
 - Learners should not hold on for too long in a balance, allow them to rest a bit and recover.
- Learners may see a video showing the Great Zimbabwe.

Suggested resource materials

PlusOne Physical Education and Arts Grade 2 Learner's Book page 38-44, Physical Education and Arts Syllabus ECD-Grade 2, Physical Education and Arts play area, play dough / plasticine / clay, ICT tools, artefacts, magazines, sand and water play area, paint, artistic portfolios, bond paper or monster crayons / charcoal.

Activity 5.1

Facilitator instructs learners to perform different dramas in groups to show how different artists use tools to produce their artwork.

Exercise 5.1

Answer the questions using the correct word and or letters.

- 1 sculpture
- 2 art
- 3 potter stone and wood

Activity 5.2

In groups, learners are instructed to match the material used to create the artefact / craft using arrows.

Stone _____ bird sculptor
Wood _____ drum
Reeds _____ baskets
Clay _____ clay pot

Exercise 5.2

- 1 cooking
- 2 Baskets
- 3 music
- 4 Animal skin and wood.
- 5 Metal

Activity 5.3

Under the guidance of the facilitator, learners visit the local artists in their community and find out the artefacts they produce.

Unit revision exercise

- | | |
|---------|------------|
| 1 True | 5 Music |
| 2 water | 6 clay pot |
| 3 reeds | 7 Stone |
| 4 clay | |

Practical activities

- 8 Learners choose and draw one artefact.
- 9 Learners use dough / clay to create an artwork found in the homes.

Unit 6: Theatre

Teaching notes

- Facilitator make use of flash cards to explain the new words before teaching theatre:
 - audience, performance, animation and character.
- Learners say their favourite actors / actresses.

Roles of theatre

- Facilitator should make use of pictures or a chart to explain theatre.
- Learners describe the play shown on a chart / pictures.
- Facilitator explains the importance of theatre:
 - Theatre makes us laugh.
 - Theatre guides our lives.
 - It entertains.
 - It teaches us good things.
- Learners may watch different films.
- Learners identify lessons from the films.

Roles of animation

- Facilitator use different pictures and charts to explain animation.
- Facilitator illustrates the importance of animation (refer to Learner's Book page 46-52).
 - Animation entertains us.
 - It teaches new things.
 - Animation tells exciting things.
 - An animator brings drawings to life.
- Learners give examples of animations:
 - Sofia
 - Tom and Jerry
 - Mickey Mouse
 - Spiderman

Roles of films

- Facilitator explains about films.
- You can make use of a videos, pictures or charts.
- Facilitator explains the importance of films (refer to Learner's Book page 46-52).
 - Films are fun to watch.
 - They teach us how to tell stories.
 - They teach us new languages and culture.
 - Films entertain people.
- Learners may watch age-appropriate films.

Children's theatre performances

- Make use of age-appropriate pictures and charts of films.
- Look for aids that are engaging, educative and entertaining.
- Explain children's theatre:
 - They entertains.
 - They educates.
 - Stories are fairy tales, folktales, moral lessons and values.

Roles of actors and actresses and the audience

1. Role of actor and actresses

- Make a collection of pictures showing different actors.
- Learners give a list of actors and actresses in Zimbabwe:
 - Kapfupi
 - Sandra Ndebele
 - Jesesi Mungoshi
 - Madam Boss
- Facilitator explains the roles of theatre.
 - Theatre educates people.
 - They entertain people.

Roles of the audience

- Make sure you have relevant media to teach roles of audience.
- Look for relevant pictures or charts when teaching roles of theatre.
- Explain how actors can feel when something funny happens from the audience like laughing, clapping or crying.

Suggested resource materials

PlusOne Physical Education and Arts Grade 2 Learner's Book page 46-52, Physical Education and Arts Syllabus ECD - Grade 2, Physical Education and Arts play area, lights, torches, candles, ICT tools, resource persons, picture books or theatre books.

Activity 6.1

Under the facilitator's guidance, learners watch and respond to a film as well as the favourite cartoon.

Activity 6.2

- a Learners organise and act a play where some act as baboons and some act as hare.
- b Learners wear appropriate costumes depicting baboons and hare.

Exercise 6.1

- 1 cartoons
- 2 laugh
- 3 living

Activity 6.3

- a Learners list five national actors/actresses such as :
 - (i) Jesesi Mungoshi who played Neria.
 - (ii) Ben Sibenke who played a wise grandfather.
 - (iii) Pretty Sinje who played the role of Faith in “Wenera”.
 - (iv) Stephen Chigorimbo acted as a detective in “Studio 263”.
 - (v) Charmaine Mujeri who was a person with a big heart in the movie “I am not a witch”

Unit revision exercise

- 1 watch
- 2 role
- 3 laugh
- 4 cartoon
- 5 Kapfupi
- 6 theatre

Practical activities

- 7 Learners choose and imitate two popular actors / actresses.
- 8 Learners draw one actor and actress.
- 9 Learners find the real pictures of the actor and actress they have drawn on question 8 and stick them in their art book.

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 apparatus.
- c** transfer and bear weight.
- d** create balances while forming shapes and formations.
- e** perform balance tests.
- f** move from point A to point B in response to stimuli.
- g** move continuously from point A to point B with speed, direction and rhythm.
- h** move from point A to point B with and on to a given direction.

Unit 7: Weight bearing / balancing

Teaching notes

- Make sure you first explain all new words.
 - balance
 - apparatus
 - formation
 - locomotion
- You can make use of flash cards to explain new words.

Balancing on different points

- Facilitator should make sure that there is 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 also 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.

- Seek the assistance of a resource person if not sure.
- Facilitator instructs learners to balance on 1, 2, 3, 4, 5 and 6 points.
- Learners transfer weight by balancing on each other.
- Link balances in pairs and groups.
- Make sure of safety of learners on balancing on apparatus.
- Learners can watch a video on group balances.
- Learners can form pyramids in fives.

Creating balances while forming shapes and formations

- Facilitator should make use of pictures and videos to teach balances.
- Learners should not hold on for too long in a balance.
- Facilitator should allow learners to rest a bit and recover.
- Learners at this age can balance for fifteen seconds.
- Facilitator demonstrates on forming shapes such as T and Z.
- Learners balance forming shapes.

Performing balance tests

- Facilitator explains about performing a balance test (refer to Learners' Book page 53-61).
- Facilitator illustrates with demonstrations :
 - On a hopscotch grid, hop from one square to another.
 - Write numbers on a hopscotch diagram from 1 to 10.
 - Take turns to hop.
 - Hop with one foot in 1, 4, 7 and 10.
 - Maintain the balance.
- Under the facilitator's guidance, learners perform balance tests.

Suggested resource materials

PlusOne Physical Education and Arts Grade 2 Learner's Book page 53-61, Physical Education and Arts Syllabus ECD - Grade 2, Physical Education and Arts play area, sticks, mats, equipment, tyres, hula hoops, skittles and cones, improvised age-appropriate equipment, ICT and e-learning.

Activity 7.1

Learners balance on one body part.

Activity 7.2

In pairs, learners time each other as they take turns to stand on one foot holding arms out of balance.

Activity 7.3

Facilitator show a picture of learners balancing in threes. Learners balance in threes as shown in the picture.

Exercise 7.1

- | | |
|----------------|--------|
| 1 solo | 4 Leg |
| 2 Pair balance | 5 Hand |
| 3 Fall | |

Activity 7.4

Learners are instructed to balance creating different shapes in groups.

The facilitator should be aware of safety of learners as they perform group balances.

Unit revision exercise

- | | |
|--------------|-----------|
| 1 one point | 6 gymnast |
| 2 two | 7 falling |
| 3 bar | 8 toes |
| 4 formations | 9 shoes |
| 5 groups | 10 two |

Practical activity

- 11 Learners demonstrate one leg balance.
- 12 Learners demonstrate two hands balance.

Unit 8: Locomotion / movement / elementary movement

Teaching notes

- Facilitators explain new words first before teaching locomotion :
 - One-time motion, apparatus, movement, response.
- Facilitator shows a chart of learners rolling a ball from point A to point B.
- Learners say what is done on the picture under the facilitator's instructions.

Movement from point A to point B in response to stimuli

- Facilitator brings in the component of music.
- Drums, recorded music, shakers, tambourine, guitar, speaker boxes may be used as a source of music.
- Learners can move in response to clapping of hands by the facilitator or blowing of the whistle.
- Learners can be shown videos on movement in response to music.
- Drummies may showcase how they march and move in response to stimuli.
- Facilitator should make sure the playground is free from harmful objects for safety of learners.

Continuous motion in everyday life

- Facilitator explains on where we use continuous motion:
 - We use continuous motion when walking, running or dancing.
 - Athletes use continuous motion.
- Learners may perform novelty games to enhance continuous motion.

Continuous motion from point A to B

- Facilitator to use equipment such as tyres, skipping ropes, hula hoops, drums, whistle, jingles
- Use cones to mark the area in use and all learners must be within the marked area.
- Facilitator may also show the class different videos with different locomotion styles.
- Facilitator demonstrates on moving using tyres from point A to point B.
- A resource person from other classes may come and demonstrate.

Movement with and on apparatus

- Ensure healthy and safety first on apparatus
- Make sure the kites are clean.
- Make sure the kites are enough for learners and emphasize on spacing to avoid accidents.

Movement on different body parts

- Facilitator demonstrates moving with hands.
- You can look for a resource person in demonstrating the skill.
- Make use of pictures or chart.
- Learners may also watch a video on moving with hands.
- Learners can move on different ways like rolling from one point to another.
- Learners can also crawl forward and backwards.
- Ensure safety first by picking up all harmful objects within the playground.

Suggested resource materials

PlusOne Physical Education and Arts Grade 2 Learner's Book page 62-67, Physical Education and Arts Syllabus ECD - Grade 2, Hula hoops, skipping ropes, tyres, drums, jingles, Sticks recorded music, mats, equipment within the ECD play centre, improvised age-appropriate equipment, resource persons, ICT and e-learning tools.

Activity 8.1

Facilitator instructs learners on speed walk:

- Walk around the room at different speeds.
- Try walking fast.
- Try walking slowly with medium speed.
- Learners tell the facilitator what they feel when they move at different speeds.

Activity 8.2

Facilitator instruct learners to:

- a** Balance on their toes and hands.
- b** Tuck in their hands.
- c** Roll like a car tyre.

Activity 8.3

Facilitator instructs learners to execute log rolling.

Learners do the following:

- a** lie on their back.
- b** cushion their head using their hands.
- c** roll like a log.

Unit revision exercise

Learners answer the given questions.

- | | |
|------------------|----------------|
| 1 Free | 5 False |
| 2 kite | 6 log |
| 3 hands | 7 mat |
| 4 rolling | 8 False |

Practical activity

- 9** Facilitator instructs learners to demonstrate log rolling.

Topic

5

Play and game skills

Topic objectives

By the end of the 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** execute mass display formations in response to stimuli.
- e** demonstrate proper receiving and sending techniques.
- f** practise receiving using equipment.
- g** execute correct and safe techniques of moving with the apparatus.
- h** practice ways of sending and receiving from multiple directions.
- i** demonstrate different running techniques.
- j** execute rationale and whole - body throwing.
- k** engage in horizontal, vertical and sideways jumps.
- l** demonstrate continuous single and double- footed jumps.
- m** execute tests and measurement activities.
- n** identify water bodies.
- o** recognise water hazards.
- p** practice safe water entry and exit.
- q** execute the correct breathing technique when under water.
- r** demonstrate water familiarisation drills (splashing, gliding and stroking).

Unit 9: Coordination skills

Teaching notes

- Facilitator explains new words for the unit:
 - Throw, catch, sending or receive.
- Facilitator shows a picture or chart showing the skipping skill.
- Learners say and discuss what is on pictures.
- Facilitator demonstrates skipping (refer to Learner's Book page 68-75).
- Learners take turns with friends to do rope skipping.

Executing coordinated movements in a sequence with ease

- Facilitator explains how coordinated movements can be done.
- You can make use of a picture or chart to illustrate the skill.
- Draw a ladder on the ground and demonstrate walking following the steps of the ladder (refer to Learner's Book page 68-75).
- Let learners walk one after the other following the facilitator's instructions.
- Instruct learners to recite a rhyme on coordination.
- Learners recite a rhyme: *We can walk on the steps of the ladder.*

Balance in weight – bearing activities

- Make use of pictures showing learners walk, run or move with the ball through the diagonal cones to teach balance in weight.
- Let learners describe what they see in the picture.
- Make sure you have removed all harmful objects within the playground to avoid injuries.
- Demonstrate walking, running or even kicking the ball through diagonal cones (refer to Learner's Book page 68-75).
- Let learners walk, run or kick the ball faster through diagonal cones.
- Make activities interesting to motivate learners.

Weight transfer in weight – bearing activities

- Make use of pictures or charts showing weight transfer in weight – bearing activities like:
 - sack race,
 - egg race.
- Learners can watch videos on different novelty games.
- Explain and demonstrate sack race and egg and spoon race (refer to Learner's Book page 68-75).
- Learners may have a mini competition on sack race as well as egg and spoon race.
- You can make some improvisations with age-appropriate objects on egg and spoon race.

Executing mass display formations in response to stimuli

- Facilitator brings in the component of music.
- Drums, recorded music, shakers, tambourine, guitar or a whistle may be used as a source of music.
- Learners can move in response to clapping of hands by the facilitator, blowing of the whistle or a drumbeat.
- Learners may be shown videos on mass display formations in response to stimuli.
- Learners may also watch a video on drummers showcasing how they march and move in response to stimuli.
- Facilitator should make sure the playground is free from harmful objects for safety of learners.

Coordinated skills with apparatus

- You can make use of skipping ropes to teach coordinated skills with apparatus.
- Explain how they can jump in rope skipping.
- Let learners identify some songs they can sing in skipping to make the activity interesting.
- Demonstrate rope skipping.
- Let learners perform rope skipping in twos or threes.

Coordination without apparatus

- You can make use of pictures showing children performing different activities of coordination like:
 - Pretending moving like animals.
 - Crab walks
 - Freeze dance
 - Standing on one foot.
 - Imagining throwing and catching a ball.
- Make the activities fun for motivation.
- Make sure you have removed all harmful objects like stones or broken bottles for safety.
- Demonstrate the activity first and give clear coaching points (refer to Learner's Book).

Suggested learning materials

PlusOne Physical Education and Arts Grade 2 Learner's Book page 68-75, 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 9.1

Facilitator instructs learners to:

- a walk on a flat ladder as many times as they can.
- b encourage a friend to walk faster.
- c identify and say the fastest in the class.

Exercise 9.1

- 1 Faster
- 2 Catch
- 3 Ladder
- 4 Walk
- 5 Fun

Activity 9.2

Facilitator instructs learners to:

- a move with a soccer ball through cones.
- b use legs to control the ball.

Activity 9.3

Facilitator instructs learners to:

- a demonstrate moving with an egg in the spoon.
- b group themselves in teams.
- c carry the egg in spoons to the end as a team.

Exercise 9.2

- 1 free
- 2 with instructions
- 3 spoons

Activity 9.4

Facilitator instructs learners to practise:

- 1 **Ball toss:** Learners throw and catch with both hands.
- 2 **Hula hoop:** Learners spin a hoop around waist.

Activity 9.5

Facilitator instructs learners to work with a friend and practise:

- a **Running:** Learners move their legs quickly to get from one place to another.
- b **Jumping:** Learners spring into the air with both feet.
- c **Twirling:** Learners spin around in a circle.

Unit revision exercise

- 1 True
- 2 one
- 3 A diagram showing a girl balancing on two body parts.
- 4 True
- 5 Learners draw a drum and a whistle.

Practical activities

- 6 Learners are instructed to make solo balances.
- 7 Learners are instructed to balance on bars and make shapes.

Unit 10: Sending, receiving and travelling

Teaching notes

- You should explain new words for the topic first:
 - send, receive, catch, throw, traveling
- Collect pictures or make a chart showing netball players.
- Let learners describe the game on the chart and tell reasons why they like or dislike the game.
- Explain how netball is played.

Proper receiving and sending techniques

- You need enough balls for learners.
- Make use of age appropriate balls.
- Demonstrate correctly on throwing and catching (refer to Learner's Book page 76-83).
- Learners may watch a video on throwing and catching.
- Let learners throw and catch the ball in pairs.

Receiving skills

Catching

- You need enough balls.
 - Give coaching points on catching on catching (refer to Learners book page 76-83).
 - Let learners wear gloves for safety.
 - Demonstrate the catching skill (refer to Learner's Book page 76-83).
 - Let learners throw and catch the ball against the wall.
 - Learners receive both high and low balls.
 - Give coaching points on receiving a high ball (refer to Learners' Book page 76-83).

Receiving using equipment

- Demonstrate on receiving the ball using equipment.
- Give coaching points on receiving using equipment (refer to Learner's Book page 76-83).
- Bring bamboo bats and tennis balls.
- Learners receive the ball using the bats.
- They may strike suspended objects in any direction.
- Strike suspended objects in specific directions.
- Ensure safety of learners.

Executing correct and safe techniques of moving with apparatus

- Make use of age appropriate balls.
- Ensure safety within the playground.
- Demonstrate on safe techniques of moving with apparatus.

- Learners may play soccer using age-appropriate balls.
- Coach on throw in, overhead throw or kicking the ball (refer to Learner's Book page 76-83).

Sending and receiving from multiple directions

- Explain about sending and receiving the ball.
- Let learners play pass the ball game.
- Give clear rules and instructions for the game.
- You can use a chart or picture to illustrate the game.
- Create lots of fun during play for the game to be interesting.

Suggested resource materials

PlusOne Physical Education and Arts Grade 2 Learner's Book page 76-83, Physical Education and Arts Syllabus ECD - Grade 2, Physical Education and Arts play area, balls, buckets, bat, mats, bean/sand bags, resource persons, ICT and e-learning tools.

Activity 10.1

Facilitator instructs learners to:

- 1 Be in two groups.
- 2 Let the other group be throwing and the other group be catching.
- 3 Let the group that catch the ball roll it back to the throwing group when they catch the ball.
- 4 Make the game fun.

Exercise 10.1

- 1 low
- 2 netball
- 3 False

Activity 10.2

Facilitator instructs learners to:

- a Throw a low ball to a partner.
- b Take turns to throw and receive three times each.
- c Throw a high ball.
- d Give each other three chances to throw and receive the ball.

Exercise 10.2

- 1 receiving
- 2 True
- 3 False

Activity 10.3

Learners are instructed to:

- 1 throw and catch the ball to each other in pairs.
- b balance their bodies with their legs.
- c stretch hands towards the partner.
- d cup their hands.
- e catch the ball and draw it closer to the chest.

Exercise 10.3

Complete sentences.

- 1 hands
- 2 receiving
- 3 Softball
- 4 stretch your hands outwards
- 5 True

Activity 10.4

- 1 Learners make balls using the material available in the area.
- 2 Learners throw and catch the ball to a friend using two hands.

Exercise 10.4

- 1 False
- 2 False
- 3 False

Activity 10.5

Facilitator instructs learners to play the potato race game.

- 1 Facilitator divide learners into 3-4 players and let them follow rules as they play the potato race game.
- 2 Learners are advised that, the team that completes the race the fastest wins.

Unit revision exercise

Complete the sentences

- | | |
|------------------------------|------------|
| 1 hands | 5 True |
| 2 receiving | 6 Throw-in |
| 3 cricket | 7 legs |
| 4 stretch the hands outwards | 8 both |

Practical activities

- 9 Facilitator instructs learners to demonstrate sending the ball using a stick. Learners choose any sport of their choice.
- 10 Learners play pass the ball game with friends.

Unit 11: Kids athletics

Teaching notes

Free running

- Facilitator ensure safety in terms of the playground.
- Pick up all stones, broken bottles or any harmful objects at the playground.
- Explain new words at the beginning of the unit:
 - Running
 - Athletics
 - Baton
 - Knee
 - Relay

Different running techniques

Running on the balls of your feet

- Make use of pictures or a chart to illustrate the technique.
- Explain clearly running at the balls of the feet (refer to the Learner's Book page 84-94).
 - Running on toes.
- Learners may watch a video on running on the balls of the feet.
- Learners practise running on the balls of the feet.

High knee running

- Make use of a chart or pictures to explain high knee running.
- Explain the coaching points according to Learner's Book page 84-94.
- Learners may watch a video on high knee running.
- Learners practise high knee running.

Bending elbows

- Facilitator explain on bending elbows while running.
- Give coaching points according to Learner's Book page 84-94.
- Demonstrate the skill clearly.
- You can make use of pictures or a chart.

Shuttle relay

- Give learners clear instructions on relay running.
- Demonstrate using one team (refer coaching points to the Learner's Book page 84-94).
- Explain the distance to be run by each runner.
- Learners can watch a video on shuttle relay.
- Emphasise on mistakes which can be made when exchanging the baton (refer to Learner's Book page 84-94).
- Learners may form teams and have mini completions on shuttle relay.

Executing rotational and whole body throwing

Rotational throwing

- Give clear coaching points on rotational throw (refer to Learner's Book page 84-94).
- Make use child-sized equipment.
- Make use of pictures to explain the skill clearly.
- Demonstrate discus to clarify rotational throw.
- Let learners practise rotational throw.
- Emphasise that learners should throw the equipment to a clear space not to other learners.

Whole body throw

- You can make use of pictures or a chart to explain whole-body throw.
- Demonstrate the skill (refer to Learner's Book page 84-94).
- Learners may watch a video on baseball to master the skill.
- Let learners practise whole-body throw.

Horizontal jumps

Long jump

- Explain the key elements of long jump (to cover as much horizontal distance as possible).
- Introduce the take-off board or white line.
- Jump into a sand pit.
- Give clear coaching points on long jump (refer to Learner's Book page 84-94).
- Let learners practise long jump.
- Make sure the pit is safe for learners.

High jump

- Explain the key elements of high jump (to cover as much vertical distance as possible).
- Learners jump over boxes.
- Introduce a low level rubber crossbar.
- Use a landing mattress / pit with sand for safety.

Sideway jumps

Hopscotch

- Give cross hoping coaching points (refer to Learner's Book page 84-94).
- Use a clear and safe marked space.
- Demonstrate hopscotch game.
- Show pictures / a chart with hopscotch.
- Let learners play hopscotch game in groups.
- Learners may watch a play of children playing hopscotch.

Continuous single and double – footed jumps

- Make a collection of beanbags, pillows or any source of music to control the speed of the game.
- Facilitator explain with the aid of pictures or a chart the rules of jelly beans game.
- Facilitator demonstrates the game.
- Learners play the game as per the facilitator's instructions.

Tests and measurement activities

- Facilitator explain on tests and measurement in high and long jump.
- Give the materials used for tests and measurement in high and long jump (refer to Learner's Book page 84-94).
- Facilitator practise tests and measurement activities in both high and long jump.

Suggested resource materials

PlusOne Physical and Education and Arts Grade 2 Learner's Book page 84-94, Physical Education and Arts Syllabus ECD - Grade 2, balls, buckets, mats, sand / seed / beanbags, skipping ropes, wickets, foam wedges, obstacles to jump over, soft rubber rings, medicine balls, rubber chickens, improvised safe age-appropriate equipment, relay batons, mini hurdles, resource persons, ICT and e-learning tools.

Activity 11.1

Facilitator instructs learners to demonstrate high-knee running making their arm action very clear.

Exercise 11.1

- | | |
|---------|----------------------|
| 1 True | 4 high knee |
| 2 False | 5 bending |
| 3 False | 6 should not collide |

Exercise 11.2

- 1 high-knee
- 2 batons
- 3 should not collide
- 4 stretch your arms

Unit revision exercise

- | | | | |
|---|------------------|----|-----------------------|
| 1 | baseball | 6 | batons |
| 2 | True | 7 | should not collide |
| 3 | whole-body throw | 8 | stretch your arms |
| 4 | False | 9 | mat |
| 5 | high-knee | 10 | Tape measure or ruler |

Practical activity

- 11 Facilitator instructs learners to demonstrate shot put and whole body throwing.

Unit 12: Aquatic skills

Teaching notes

- Facilitator should explain new words of the unit before teaching aquatic skills.
 - aquatic
 - floating
 - submerging
 - apparatus
 - splashing

Water bodies

- Facilitator asks learners to bring pictures of different water bodies from their homes.
- Facilitator may also draw or bring a chart with pictures of water bodies.
- Learners identify different water bodies.
 - swimming pool
 - river
 - ponds
 - dams

Water hazards

- Facilitator should make use of pictures or a chart to illustrate water hazards.
- Learners identify water hazards shown on the chart or pictures.
- Facilitator explains the dangers of being near water bodies like swimming pools, ponds, rivers drains (refer dangers to Learner's Book page 95-104).

Water safety rules around the pool

- Make use of pictures showing safe entry of learners in a swimming pool.
- Explain water safety rules.

Safe entry into water bodies

- Show pictures of learners entering a pool.
- Explain the safe entry in water (refer to Learner's Book page 95-104).
- You may also show pictures of learners safely crossing a river.
- Explain when it is safe and unsafe to cross the river.
- Emphasise on safety.
- You may use the shallow end of the pool for learners to practise safe entry in water.

Exit the water

- Explain the safe exit from water (refer to Learner's Book page 95-104).
- Explain why learners should not run from the bathroom when they are wet.
- Facilitator can show videos of people falling on slippery surfaces and give a further explanation on injuries that can be sustained when one falls on the hard slippery surfaces of the swimming pool.
- Facilitator emphasise using the steps to exit the pool.

Submerging

- Facilitator can make use of pictures to explain submerging.
- Give clear coaching points (refer to Learner's Book page 95-104).

Safe play in water

- Ask learners to collect pictures of children playing in water.
- Explain how best children can play in water (refer to Learner's Book page 95-104).

Floating with apparatus

- Explain why apparatus are needed for floating?
- Make use of pictures showing children floating with floaters.
- Learners can watch a video on floating using floating aids.
- Help learners name floating aids.

Floating without apparatus

- Facilitator shows pictures of children assisted to float by their coach.
- Facilitator explains floating without aids (refer to Learner's Book page 95-104).

Breathing techniques when underwater

- Give coaching points on breathing when under water (refer to Learner's Book page 95-104).
- Let learners discuss in groups or pairs.

Water familiarisation

1. Splashing

- Take the class to the small swimming pool or improvised movable pool.
- 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.

2. Gliding

- Facilitator shows or a chart on gliding.
- Give coaching points on gliding (refer to Learner's Book page 95-104).
- Learners may watch a video on gliding.

3. Stroking

- Make use of pictures or a chart to explain stroking.
- Let learners discuss stroking using pictures.
- Learners may watch a video on stroking.

Suggested learning materials

PlusOne Physical Education and Arts Grade 2 Learner's Book page 95-104, 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 bouy, table tennis, ropes, goggles, pool bouy, whistle, resource persons, ICT and e-learning tools.

Activity 12.1

Under the facilitator's instructions, learners practise safe water entry and exit skills.

Activity 12.2

Learners should search given words from the puzzle.

- | | |
|----------|---------|
| 1 safety | 4 enjoy |
| 2 pool | 5 water |
| 3 splash | |

Exercise 12.1

- 1 push someone into water.
- 2 safety skills.
- 3 Splashing

Activity 12.3

Facilitator instructs learners to find pictures of swimming devices in groups and present them to the class.

Activity 12.4

- 1 Facilitator instructs learners to bring their swimming costumes.
- 2 With the help of the facilitator, learners get into the pool in smaller groups.
- 3 Facilitator instructs learners to cover the head and blow bubbles under water.
- 4 Facilitator instructs learners to look at their classmates and do it when they get in water.
- 5 Learners take instructions from the facilitator.

Exercise 12.2

- 1 swimming pool
- 2 facilitator / teacher
- 3 floating board
- 4 push
- 5 clean

Unit revision exercise

- 1 water
- 2 safe
- 3 True
- 4 True
- 5 floating tube
- 6 A diagram of a floating tyre.

Practical activities

- 7 Facilitator instructs learners to demonstrate blowing bubbles in water.
- 8 Under the facilitator's instructions, learners walk in water. They use the shallow end.

Topic 6

The creative process and performance

Topic objectives

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

- a** identify pitch on musical ladder.
- b** play percussion instruments to accompany short melodies.
- c** compose melodies using digital and electronic tools.
- d** arrange short melodies/motifs into songs.
- e** mimic life activities (movements) that denote the sound duration of each of the respective basic note values.
- f** read basic note values.
- g** move in response to basic note values
- h** distinguish pitch levels in given short melodies/motifs
- i** identify musical forms in melodies.
- j** identify 3 dimensional objects.
- k** design patterns on 3 dimensional objects.
- l** apply elements and principles of design when making artworks.
- m** sort primary colours.
- n** apply elements and principles of design in drawing and painting.
- o** create a colour wheel of primary and secondary colours.
- p** construct objects.
- q** play theatre games.
- r** solve problems in their games.
- s** focus on their activities.
- t** arrange a story.
- u** act as living statues of national leaders.
- v** use props and costumes relevantly.
- w** create stories from picture books.
- x** perform complete dance movement patterns and sequences.
- y** create different variations.
- z** make quick dance turns.

Unit 13: Music

Teaching notes

- Facilitator explains new words of the unit:
 - rhythm
 - pitch
 - musical notes
 - percussion instruments.
 - melody
- facilitator shows a picture or chart showing a choir at music competition.
- facilitator probs questions on low, medium and a high voice.

Pitch on a musical ladder

- Make a musical ladder to illustrate pitch.
- Explain high and low pitch on a musical ladder (refer to the Learner's Book page 105-115).
- You can make use of a picture or chart to illustrate pitch.
- Let learners identify the highest and lowest pitch on the musical ladder.

Percussion instruments to accompany short melodies

- Collect pictures showing different percussion instruments.
- You can also make a chart of percussion instruments.
- Let learners name the instruments shown:
 - shakers
 - wood blocks
 - triangle
 - cymbals
 - Tambourine
 - drum and sticks
- Explain how best percussion instruments can be handled (refer to Learner's Book page 105-115).
- Learners may play percussion instruments to accompany short melodies.
- Give clear instructions to maintain order during the lesson.

Percussion instruments in short melodies and songs

- Show pictures of learners singing as they play percussion instruments.
- Learners name the instruments played by learners.
- Learners play percussion instruments as they sing.

Composition of melodies using digital and electronic tools

- Show a picture showing a learner composing a melody.
- Help learners to create own melodies.

Improvisation of melodies

- Learners at this age like singing and are very creative.
- You can make use of a picture showing a learner improvising a melody.
- Explain improvisation of melodies.
- Let learners improvise own melodies in groups.

Arrangement of short melodies / motifs into songs

- Make use of a resource person if there is need to explain the arrangement of motifs into songs.
- Explain with the aid of a diagram the arrangement of motifs into songs.
- Illustrate on how learners can repeat some melodies or add new ones.
- Let learners clap, tap or play instruments to make the activity more interesting.

Basic note values

- Bring a chart or pictures showing basic note values.
- Facilitator explains the musical note, name and Time name of basic note values (refer to Learner's Book page 105-115).
- Learners name the basic note values.

Movement in response to basic note values

- Make a chart showing rhythms of basic note values starting from the longest to the shortest note value:
 - Semi-breve
 - Minim
 - Crotchet
 - Quaver
- Facilitator explains rhythms of different note values (refer to Learner's Book page 105-115).

Suggested resource materials

PlusOne Physical Education and Arts Grade 2 Learner's Book page 105-115, Physical Education and Arts Syllabus ECD - Grade 2, Physical Education and Arts play area, percussion instruments such as *ngoma* / *ingungu* / drum, shaker, melodies on charts, pitch symbols on cards, basic note values on charts, basic note values on the chalkboard/interactive board, tape recorded music or ICT tools.

Activity 13.1

Facilitator instructs learners to sing fluently the five pitches which make up a scale, starting from the lowest pitch to the highest (**d, r, m, f, s**)

Learners repeat twice.

Exercise 13.1

- 1 f
- 2 up
- 3 False
- 4 d, r, m, f, s

Activity 13.2

Facilitator instructs learners to get in groups of four and two of them sing any melody while the other two play percussion instruments to accompany the singing. Learners exchange roles.

Exercise 13.2

- 1 True
- 2 A diagram of a drum.
- 3 play instruments
- 4 triangle

Activity 13.3

Facilitator gives instructions for drama.

- 1 Learners get in groups and dramatize on composition of songs.
- 2 Learners should have the instruments to accompany the melodies.
- 3 Learners take different roles in their drama.

Exercise 13.3

- 1 a sequence of musical notes.
- 2 arrangement
- 3 preparation

Activity 13.4

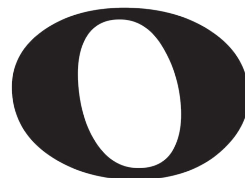
Facilitator gives learners notes and instructs them to read the notes. They also give each note its value.

Unit revision exercise

- 1 rhythm
- 2 taa-aa
- 3 semi-quaver
- 4 semi-breve
- 5 A diagram of a crotchet.
- 6 crotchet
- 7 d, r, m, f, s



- 8 s
- 9 d, r, m, f, s
- 10 fe
- 11 A diagram of a semi-breve
- 12 drum and sticks, tambourine, shaker, triangle, cymbals or wood blocks



Practical activities

- 13 Facilitator instructs learners to create a song in groups.
- 14 Learners use instruments to add rhythm to the melody.

Unit 14 : Visual arts

Teaching notes

- You should explain new words for the topic first:
 - patterns
 - drawing
 - painting
 - secondary colours
- Collect pictures or make a chart showing shapes with different colours.
- Learners name the shapes and colour of each shape.

3 - dimensional objects

- Collect different 3-dimensional objects, both pictures and real objects.
- Explain 3-dimensional objects (refer to Learner's Book page 116-125).
- Learners name 3-dimensional objects on pictures and the real objects in class.

Applying elements and principles of design

Designing patterns on 3-dimensional objects

- Show learners pictures of 3-dimensional objects.
- Learners name the 3-dimensional objects shown:
 - cube
 - ball
 - box

Designing patterns

- Facilitator shows different patterns on a chart.
- Learners identify different patterns in their class.
- Learners name colours used to draw patterns.

- Learners draw different patterns as instructed.

Elements of design

- Make a chart or collect a variety of pictures to help you explain elements of design.
- Explain each element of design (refer to Learner's Book page 116-125).
- Learners identify elements of design on a chart.
 - Line
 - Shape
 - Colour
 - Texture
 - Space

Colour wheel

Primary colours

- Facilitator makes a colour wheel showing primary colours on a chart or collect pictures of primary colours.
- Explain primary colours on pictures or a chart.
- Learners identify primary colours.
- Learners may recite a rhyme on primary colours.

Applying elements and principles of design in drawing and painting

1. Painting

- Show a picture of a painter at work.
- Explain the elements of design on a picture being painted:
 - Lines
 - Colour
 - Texture
 - Form
 - Shapes
- Let learners name the colours used for painting the picture.
- Learners paint different pictures using primary colours.

2. Drawing

- Collect pictures of different drawings.
- Explain the elements of design on drawings shown.
 - Lines
 - Colour
 - Texture
 - Form
 - Shapes
- Facilitator demonstrates drawing using elements of design.
- Facilitator instructs learners to make own drawings taking note of the elements of design.

The colour wheel

Secondary colours

- Collect pictures and objects showing secondary colours.
- Collect as well primary coloured paints for making secondary colours.
- Explain how secondary colours are produced (refer to Learner's book page 116-125).
- Guide learners in mixing any two different primary colours to produce a secondary colour:
 - Yellow + blue = green
 - Red + yellow = orange
 - Blue + red = purple / violet

Construction of objects

- Collect pictures showing different objects made of different materials.
- Explain how the objects are constructed.
- Let learners identify materials used to construct objects shown.
 - reeds
 - wood
 - stone
 - grass

Suggested resource material

PlusOne Physical Education and Arts Grade 2 Learner's Book page 116-125, Physical Education and Arts Syllabus ECD - Grade 2, Physical Education and Arts play area, dough / plasticine / clay, ICT tools, artefacts, magazines, sand and water, paint, artistic portfolios, bond paper or crayons / charcoal.

Activity 14.1

Facilitator instructs learners to:

- 1 Decorate a small box using markers, paint or stickers.
- 2 Design a pattern on a paper cube and assemble it.
- 3 Create a 3D sculpture with a pattern using clay or paper.

Activity 14.2

- 1 Painting: Facilitator instructs learners to create paintings using different colours and brushstrokes.
- 2 Drawing: Facilitator instructs learners to draw lines to create different shapes.

Activity 14.3

Facilitator instructs learners to collect different objects that show primary colours and show the objects to the facilitator.

Activity 14.4

Learners list things that have colour, lines or shapes in their class.

Exercise 14.1

- 1 box, ball, bricks, cone, sculptors, basket, tin or cylinder.
- 2 Red, blue and yellow

Activity 14.5

- 1 Facilitator assist learners to mix primary colours to create secondary colours.
- 2 Learners name all the secondary colours produced after mixing different colours: green, orange, purple or violet.

Unit revision exercise

- 1 length, width and height
- 2 cone, sculptor and a ball
- 3 wheel
- 4 Red, blue and yellow.
- 5 lines, shapes and colour.

Unit 15: Theatre

Teaching notes

- Facilitator explains new words before teaching theatre.
 - theatre
 - story
 - tableau
 - costume
 - props
- You can show pictures of children imitating other characters.
- Learners name characters imitated by children.

Theatre games

- Collect pictures showing theatre games.
- Explain the benefits of theatre games (refer to Learner's Book page 126-132).
- Let learners say their favourite theatre games.
- Learners may watch a video showing a theatre game.

Story outline

- Show a picture or chart telling a story.
- Let learners tell a story from the picture.
- Explain a storyline.
- Facilitator to give the structure of a storyline (refer to Learner's Book page 126-132).

Tableau / Still pictures

- Learners at this age learn by seeing or doing.
- You can make use of pictures or a chart to illustrate tableau / still pictures.
- Explain clearly the meaning of tableau (refer to Learner's Book page 126-132).
- Learners may watch a video and describe it.

Costumes and props used in theatre

a Costumes

- Collect pictures of actors with different costumes.
- Show and explain costumes to learners (refer to Learner's Book page 126-132).
- Let learners identify different costumes on pictures shown:
 - hats
 - belts
 - wigs
- Learners may watch videos and identify costumes worn by actors.

b Props

- Show pictures of actors holding props.
- Make a clear illustration on what props are (refer to Learner's Book page 126-132).
- Learners identify props:
 - walking stick
 - bow
 - arrow
 - gun
 - an axe

Creating stories from picture books

- Show different picture books to learners.
- Explain how stories are read from pictures.
- Let pictures read stories from picture books.
- Learners tell stories from different picture books.

Telling a story from picture books

- Learners at this age love pictures.
- They also like story times so make use of stories in your teaching.

- Explain how stories are told from pictures (refer to Learner's Book page 126-132).
- Let learners tell stories from pictures shown.

Suggested resource materials

PlusOne Physical Education and Arts Grade 2 Learner's Book page 126-132, Physical Education and Arts Syllabus ECD-Grade 2, Physical Education and Arts play area, ICT tools, lights, torches, candles, resource persons, picture books or theatre books.

Activity 15.1

Facilitator instructs learners to play the theatre game on character walking.

Exercise 15.1

- 1 relationships
- 2 creative
- 3 body

Activity 15.2

Learners dramatise the story Alice in Wonderland in groups.

Activity 15.3

Facilitator instructs learners to bring picture books and tell stories shown on pictures.

Unit revision exercise

- 1 tableau
- 2 props
- 3 costume
- 4 properties
- 5 fun
- 6 creative

Practical activities

- 7 Facilitator instructs learners to make a still picture in a group and use bodies from a national film of own choice.
- 8 Facilitator instruct learners to arrange a picture story to show the correct order.

Unit 16: Dance

Teaching notes

- Facilitator should let learners know words of the unit before teaching dance:
 - pattern
 - dance
 - sequence
 - variations
 - tempo

Dance movement patterns and sequences

Basic dance patterns

- Facilitator shows pictures showing basic dance patterns like:
 - stamping
 - clapping
 - turning right
 - turning left
 - shaking
- Explain dance movement patterns and sequences (refer to Learner's Book page 133-140).
- Learners identify and practise the basic dance patterns.
- Learners may watch a video on basic dance patterns.

Dance turns

- Show pictures or a chart of children dancing forming different shapes.
- Illustrate dance turns using pictures.
- Learners identify shapes formed by dancers:
 - circles
 - triangles
 - half circles

Fast and slow tempo

- Show pictures of hip-hop dancers.
- Explain tempo using pictures showing hip-hop dancers (refer to Learner's Book page 133-140).
- Learners may watch a video showing hip-hop dancers.

Dance phrases

- Show a picture of dance phrases.
- You can illustrate dance phrases using pictures (refer to Learner's Book page 133-140).
- Learners may watch a video-clip on dance phrases.

Solo dance performances

- Collect pictures of solo dancers.
- Facilitator explains solo dance (refer to Learner's Book page 133-140).
- Learners identify solo dancers in pictures shown.
- Learners may watch a video on solo dancers.

Dance ensembles

- Facilitator explains dance ensembles with the aid of pictures.
- You can show pictures showing group of dancers relate to each other as they dance.
- Learners may watch a video on dance dynamics.
- Facilitator should give some demonstrations.

Suggested resource materials

PlusOne Physical Education and Arts Grade 2 Learner's Book page 133-140, Physical Education and Arts Syllabus ECD - Grade 2, Physical Education and Arts play area, ICT tools, lights, torches, candles, resource person or picture books.

Activity 16.1

Facilitator instructs learners to:

- 1 Follow a leader in dance movements.
- 2 Dance to different types of music differently.
- 3 Dance like different animals for example, they can jump like a frog.

Exercise 16.2

- | | |
|---------|---------|
| 1 False | 4 True |
| 2 False | 5 False |
| 3 False | |

Activity 16.2

Facilitator instructs learners to:

- 1 Perform a solo dance.
- 2 Choose a dance and perform it in front of the class.

Unit revision exercise

- | | |
|-----------------------------------|------------------|
| 1 one | 6 movements |
| 2 costumes | 7 group dynamics |
| 3 props | 8 True |
| 4 True | 9 props |
| 5 Learners draw a hip-hop dancer. | |

Topic 7

Aesthetic values and appreciation

Topic objectives

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

- a** identify Physical Education and Arts appreciation skills.
- b** apply Physical Education and Arts skills.
- c** analyse movement in Physical Education and Arts performances.
- d** assign meaning to artworks within the community.
- e** appreciate animation and puppetry.
- f** identify messages in live performances.
- g** discuss the role of actors in a performance.
- h** state the moral message in a performance.
- i** state the relationship between dance and mood ideas and communication.
- j** outline the ideas being shown in the dance performance.

Unit 17: Physical Education and Arts aesthetic values and appreciation

Teaching notes

- Facilitator explains new words for the unit:
 - performance
 - communicate
 - appreciate
 - artwork
 - puppetry
- Facilitator shows a picture or chart showing children performing.
- Learners describe the performance shown.

Identifying and applying Physical Education and Arts skills

- Learners at this age love telling or listening to stories so make use of stories.
- Show a picture then tell a story from the picture (refer to Learner's Book page 141-151).
- You can include such words like dance, sing, clapping, leaping or painting to capture learner's attention since they love actions.
- Let learners retell the story.

Analysing movement in Physical Education

- Ask learners to bring pictures showing athletes to help you explain movement in Physical Education.
- Explain the games and sports where movement is used (refer to Learner's Book page 141-151).
- Ask learners to say what they see on the picture.
- Explain the importance of movements like running or jumping in sport.

Analysing movements in arts

- Make use of pictures or a chart showing dancers.
- Explain how dancers use movement like:
 - Dancers use movements to express emotions.
 - They tell stories in movements.
- Explain words used in analysing movement in art:
 - fast
 - slow
 - strong
 - gentle

Assigning meaning to artworks within the community

- Show a picture of Dr Joshua Nkomo's statue.
- Facilitator explains the meaning of Dr Joshua Nkomo's statue.
 - He was father Zimbabwe.
 - He was a courageous hero.
 - He helped Zimbabwe achieve freedom.
 - His statue is a reminder of his contributions.
- Facilitator explains a guide to help us understand artworks in the community (refer to Learner's Book page 141-151).

Puppetry and animation appreciation

- Show a chicken dancer.
- Explain how it dances (refer to Learner's Book page 141-151).
- Learners may watch a video of puppetry and animation.
- Learners list other puppetries they know.

Live performances

- Make use of pictures of local musicians or actors to explain live performances.
- Learners may watch videos on live performances.
- Illustrates with a video the response of audience in a live performance (refer to Learner's Book page 141-151).
- Learners identify how the audience respond to live performances:
 - laughing
 - smiling
 - clapping

The role of actors in a performance

- Make use of pictures of different actors and actresses to explain the role of actors in a performance.
- Learners list different actors they know and what they do.
- Facilitator explains the role of actors and actress in a performance (refer to Learner's Book page 141-151).
 - Actors perform to please actors.
- Learners may watch a comedy.
- Facilitator to use the available gadget.

Moral messages in performance

- Explain the meaning of moral messages.
- You can make use of a picture or chart showing a performance with moral messages.
- Let learners identify moral messages in performances:
 - kindness
 - honest
 - They can teach how to share and cooperate.

Communication in dance and theatre

When do we dance?

- Show a picture of people dancing at different occasions.
- Explain when people can dance like: (refer to Learner's Book page 141-151).
 - We dance to express happiness.
 - People dance to show different feelings.

Ideas in the dance performances

- Show pictures of war and *mhande* dancers.
- Facilitator use pictures to explain the ideas in dance performances (refer to Learner's Book page 141-151).
- Learners identify costumes and props with *mhande* and war dancers on pictures.

Moods from recorded music

- Collect pictures showing two different scenarios, one at a party and one at a funeral.
- Explain the different mood from the people shown on pictures.
- Facilitator illustrates that, happy music is for happy events and sad music is for sad events like funerals (refer to Learner's Book page 141-151).

Suggested resource materials

PlusOne Physical Education and Arts Grade 2 Learner's Book page 141-151, Physical Education and Arts Syllabus ECD-Grade 2, Physical Education and Arts play area, pitch symbols in tonic solfa on cards and charts, tempo markings on cards, ICT tools, charts or pictures of artists.

Activity 17.1

Facilitator instructs learners to slowly doing a slow march as they sing the song, “*Dai ndiri shiri ndaienda kuna mai vangu.*” They sing the song again fast and doing a quick march.

Activity 17.2

Facilitator instructs learners to:

- 1 Watch a video of Paraffin’s drama.
- 2 Use gestures to show a sad face.

Exercise 17.1

- 1 audience
- 2 laughing
- 3 audience
- 4 feedback

Activity 17.3

Facilitator instructs learners to think of a story they have heard and make some dance movements to tell the story.

Activity 17.4

Learners are instructed to prepare a war dance in groups and practise the dance.

Activity 17.5

Facilitator instructs learners to play happy music in groups of five and express their happiness through singing along and dancing.

Unit revision exercise

- 1 shield
- 2 shields
- 3 wedding
- 4 sad
- 5 happy

Practical activities

- 6 Learners are instructed to prepare a dance story of their choice and perform the dance in groups.
- 7 Using masks, learners do a scary / frightening dance act.
- 8 Learners create some dance moves to show a happy person.

Topic 8

Physical Education and Arts technology

Topic objectives

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

- a** care for Physical Education and Arts equipment.
- b** use Physical Education and Arts equipment.
- c** compose music.
- d** record performances and compositions.
- e** identify Physical Education and Arts tools in society.
- f** use software to create artworks.

Unit 18: Physical Education and Arts Technology

Teaching notes

- Facilitator explains new words for the unit:
 - pitch
 - rhythm
 - tools
 - symbol
 - visual
- Facilitator shows a picture or chart of learners playing different musical instruments.
- Let learners name the instruments.

Caring for Physical Education and Arts equipment

- Show a picture of learners and facilitators conducting a safety briefing on the equipment.
- Facilitator let learners name the equipment on the picture (refer to Learner's Book page 152-166).
 - cones
 - balls
 - bats
 - tennis balls
 - hockey stick

- Facilitator explains the reasons of inspecting the equipment.
- Show as well a picture of the facilitator and learners cleaning Physical Equipment after use.
- Facilitator explain the importance of cleaning Physical Education equipment after use (refer to Learner's Book page 152-166).

Caring for Arts equipment

- Collect pictures showing arts equipment.
- Let learners name arts equipment shown.
- Explain what should be done after using arts equipment (refer to Learners' Book page 152-166).
 - We must clean all the materials after use.
 - We must put them in their correct positions after use.

Using Physical Education equipment

- Show pictures of Physical Education equipment.
- Learners name the equipment.
 - balls
 - racquets
 - hockey sticks
 - mats
- Facilitator explains the correct size of the equipment to be used (refer to Learner's Book page 152-166).

Storage of Physical Education equipment

- Facilitator probe questions on proper storage of Physical Education equipment.
- Show a chart or pictures showing proper storage of equipment.
- Explain the proper storage of Physical Education equipment (refer to Learner's Book page 152-166).
- Show as well a picture or chart showing the proper storage of Arts equipment.
- Learners say the proper storage of both Arts and Physical Education equipment.

Safety of Arts equipment

- Have a collection of Arts materials and pictures or a chart showing Arts materials.
- Let learners name the materials.
 - drum
 - shakers
 - clay pots
 - xylophone
- Facilitator explain the use of materials shown (refer to Learner's Book page 152-166).
- Emphasise on safety when using arts materials.

Music composition

- Show pictures of music composers.
- Facilitator explains music composition (refer to Learner's Book page 152-166).

- Facilitator explains the instruments used to compose music:
 - A computer can be used to compose music.
 - Indigenous or modern instruments are used to compose music.
- Demonstrate or make use of a resource person in music composition.

Audio and visual music

- Make a collection of audio visual objects.
- Explain audio visual music (refer to Learner's Book page 152-166).
- Learners identify objects which produce sound like:
 - radio
 - drum
 - voice
 - xylophone

Record performances and composition

- Facilitator shows pictures of visual and audio tools.
- Facilitator explains how the tools work (refer to Learner's Book page 152-166).
- Learners name video or audio tools shown on pictures.
 - video camera
 - tape recorder
 - smartphones

Physical Education and Arts Technological tools in society

- Facilitator instructs learners to bring pictures showing Physical Education and Arts technological tools in society.
- Learners name the tools on pictures:
 - computers
 - smartphones
 - radios
 - cameras
 - printers
- Facilitator explains how the tools work (refer to Learner's Book page 152-166).

Physical Education and Arts software used to create artworks

- Show pictures of Physical Education and Arts software.
- Facilitator explains Physical Education and Arts software (refer to Learner's Book page 152-166).
- Learners name Physical Education and Arts software:
 - Kidpix
 - Pixton
 - Sports lab

Slides and picture stories

- Facilitator explains slides and picture stories (refer to Learner's Book page 152-166).
- Facilitator make use of picture books to illustrate picture stories.
- Learners tell stories on pictures.

How the zebra got its stripes

- Learners at this age love stories so you can use the story telling method.
- Facilitator make a collection of pictures to tell the story how zebra got stripes.
- With the aid of pictures, facilitator tells the story, how the zebra got its strips (refer to Learner's Book page 152-166).
- Learners retell the story.

Suggested resource materials

PlusOne Physical Education and Arts Grade 2 Learner's Book page 152-166, Physical Education and Arts Syllabus ECD - Grade 2, Physical Education and Arts play area, ICT tools, charts with musical notes, exercise books, pen / how coordinated movements can be done.

Activity 18.1

- 1 Facilitator divides learners into teams.
- 2 Facilitator provides each team with cleaning supplies (cloth, spray, bottles with water).
- 3 Facilitator sets a timer and learners race to clean set of given items.

Exercise 18.1

- 1 storeroom
- 2 clean
- 3 correctly
- 4 ball
- 5 damage
- 6 store

Activity 18.2

Facilitator guides learners in a role play. Learners are instructed to compose music and sing in groups.

Exercise 18.2

- 1 True
- 2 Computers
- 3 audio

Activity 18.3

Learners are instructed to record his / her friend singing her / his favourite song using any voice recording tool.

Exercise 18.3

- | | | | |
|---|---------------|---|------------------------|
| 1 | tape recorder | 3 | pictures |
| 2 | True | 4 | A diagram of a tablet. |

Activity 18.4

Chart making:

Learners are instructed to:

- 1 make a collection of cuttings of different visual technology tools from newspapers and magazines.
- 2 paste cuttings of different visual technology tools from newspapers and magazines on art book.
- 3 correctly label tools.

Unit revision exercise

- 1 technological tools
- 2 software
- 3 Kidpix, Pixton or Sports lab
- 4 We store Physical Education equipment in a storeroom.
- 5 Smartphone, video camera or a tape recorder.
- 6 tape recorder
- 7 True

Practical activities

- 8 Learners are instructed to use a camera or iPhone to take a landscape photo.
- 9 Learners are instructed to edit the photo using cool colours.

Topic 9

Physical Education and Arts enterprise

Topic objectives

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

- a** identify career in Physical Education and Arts.
- b** use marketing media.
- c** role play selling of Physical Education equipment and tools.
- d** charge fairly at fundraising performances.
- e** incorporate soft skills in performance *Ubuntu / Unhu / Vumunhu*.
- f** make sporting and art equipment using locally available resources.
- g** price their equipment.

Unit 19: Physical Education and Arts enterprise

Teaching notes

- Facilitator explains new words for the unit:
 - Business ethics
 - audience
 - adjudicator
 - music producer
 - musical instrument
 - tools
- Facilitator shows a picture or chart of different careers in Physical Education and Arts careers.
- Learners identify Physical Education careers shown on pictures.

Careers in Physical Education and Arts

1. Music careers

- Collect pictures of different music careers.
- Facilitator shows music careers to learners.
- Explain music careers (refer to Learner's Book page 167-179).

- Learners identify music careers on pictures:
 - music composer
 - singer
 - instrumentalist
 - sound engineer
 - adjudicator
- Learners may watch a video on music careers.

2. Visual arts careers

- Facilitator shows pictures of different visual arts careers.
- Facilitator explains visual arts careers (refer to Learner's Book page 167-179).
- Learners identify careers in visual arts:
 - artists
 - designer
 - photographer
 - weaver
- Learners may watch a video on visual arts careers.
- Make learning more interesting through story telling.
- Facilitator tells a story about Mr and Mrs Muchazvirega the artists.
- Learners retell the story.

3. Dance careers

- Facilitator collects and shows pictures of different dancers.
- Explain dance as a career (refer to Learner's Book page 167-179).
- Learners imitate dancers on pictures.

4. Theatre careers

- Collect pictures showing theatre careers.
- Facilitator explains theatre careers (refer to Learner's Book page 167-179).
- Learners identify theatre careers:
 - actor
 - actress

5. Physical Education careers

- Facilitator collects pictures showing Physical Education careers.
- Facilitator explains careers in Physical Education (refer to Learner's Book page 167-179).
- Learners identify careers in Physical Education.
 - Physical Education facilitators
 - Soccer coach
 - Tennis players

Fundraising performances

- Facilitator explains about fundraising (refer to Learner's Book page 167-179).
- Facilitator explains the need of fundraising at school.
- Facilitator guides learners on fee to be charged on a fundraising.
- Facilitator explains on what learners will do on fundraising (refer to Learner's Book page 167-179).
- Facilitator shows a chart of learners selling some items for fundraising.
- Facilitator helps learners with ideas on fundraising.

Business ethics

- Facilitator explains about business ethics (refer to Learner's Book page 167-179).
- You can make use of a chart with different business ethics.
- Learners identify business ethics.
 - Honesty
 - Fairness
 - Promise keeping

Soft skills

- Facilitator explains about soft skills (refer to Learner's Book page 167-179).
- Learners discuss soft skills.

Making sport and art equipment using local resources

- Facilitator explains how sport and art equipment can be made using local resources refer to Learner's Book page 167-179).
- Demonstrates making a drum and a ball using local resources.
- Let learners collect materials to make plastic balls or a drum.
- With the help of the facilitator, learners make a drum and a ball.

Suggested resource materials

PlusOne Physical Education and Arts Grade 2 Learners' Book page 167-179, Physical Education and Arts Syllabus ECD - Grade 2, Physical Education and Arts play area, ICT tools, money tickets and equipment.

Activity 19.1

- 1 Learners are instructed to be in threes and let two of them take turns to sing the first stanza of the Zimbabwean national anthem.
- 2 One learner adjudicates the performance.
- 3 The learner who is the adjudicator gives results and reasons why one was a better singer than the other. Learners exchange roles until the three of them have adjudicated.

Exercise 19.1

- 1 job
- 2 True
- 3 sound engineers

Activity 19.2

- 1 In groups, learners are instructed to pick cards for different careers such as photography, pottery, basketry and sculpturing.
- 2 Learners produce a short drama to showcase the careers on picked cards. Learners can use the types the type of clothes they wear or relevant tools.

Exercise 19.2

- 1 teacher
- 2 Learners draw a dancer.

Activity 19.3

- a Learners are instructed to role play soccer coaching with friends.
- b In groups, learners role play any career of own choice in Physical Education and Arts.

Exercise 19.3

- 1 pay money
- 2 Soccer playing
- 3 A diagram showing a person playing any musical instrument.
- 4 raise money

Activity 19.4

- 1 In groups of four, learners prepare and do fundraising activities.
- 2 Learners role-play the fundraising.

Activity 19.5

- 1 Learners discuss with a friend why it is good to make musical instruments.
- 2 Learners tell the facilitator the music they career they want to do and a reason why they want the career.

Exercise 19.4

- 1 photographer
- 2 sculptor
- 3 potter
- 4 graphic designer

- 5 sign writer

Activity 19.6

- 1 Learners collect locally available materials and make sport and Art materials of own choice.
- 2 Facilitator instructs learners to ensure safety when collecting the materials.

Unit revision exercise

- 1 sculptor
- 2 photographer
- 3 Brush
- 4 dishonesty
- 5 teamwork
- 6 potter, weaver, artist, sculptor or painter, designer or photographer.
- 7 A drawn and coloured artwork of a potter.

Practical activities

- 8 Learners use locally available materials to make a ball or drum.