

PlusOne

Physical Education and Arts



Grade
3

Nomsa Nyathi
Njabulo Mpofu

Fungai Makonese,

Teacher's Guide

PlusOne

Physical Education and Arts

Teacher's Guide



Anchors of the schools curricula

Published by:

Secondary Book Press Private Limited

4th Floor, CABS Centre Building,

Cnr Jason Moyo & 2nd Street,

Harare, Zimbabwe

Tel: +263 242 771 406 | +263 242 753 201

Mobile: +263 712 560 870 | +263 788 954 870

Email: sales@secondarybookpress.co.zw

Website: www.secondarybookpress.co.zw

PlusOne Physical Education and Arts | Grade 3 - Teacher's Guide**ISBN: 978-1-77928-505-8**

First Published in 2025

Copyright: Secondary Book Press

Editor-in-Chief: Munyaradzi Gunduza

Development Editor: Regges Chapwanya

Design and text layout: Nyarai Tapa

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Introduction

The **PlusOne Physical Education and Arts Grade 3 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 3 Learner's Book.

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

The curriculum for Grade 3 is organised under nine topics with twenty-two units:

- 1 Safety and health
- 2 Human body
- 3 History of arts
- 4 Gymnastics
- 5 Sports and game skills
- 6 The 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 junior level are suggested below. The principles of individualisation, concreteness, unification and stimulation should enhance implementation of these methods.

The methods suggested below overlap and are mutually supportive but not exhaustive. They enhance a natural exploration process.

N.B. Engagement of resource persons is encouraged.

- Animation
- Notation
- Storytelling
- Games
- Simulation
- Role play
- Field trip
- Educational tour
- Gallery walks
- Quizzes, poems and rhymes
- Discovery and guided discovery

- Testing and Measurement
- Practice
- Problem-solving
- Experimentation
- Command
- Reciprocal
- Demonstration
- Task
- Virtual learning

NB: To cover the content adequately, Grade 3 should be allocated ten times thirty-minute lessons per week.

Subject-specific aims

The syllabus aims to enable learners to:

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

Pedagogical approaches

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

i Inclusion

Inclusion is ensuring access and learning for all learners especially those disadvantaged. Each lesson in this PlusOne Physical Education and Arts Grade 3 Teacher's Guide contains advice on how to teach that concept to large classes, and to learners with special needs.

ii Differentiation and scaffolding

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

c Marking work

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

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

Information and Communication Technology (ICT)

Facilitators are encouraged to use ICT as a teaching and learning tool to enhance deep and independent learning. If your school has internet access, these functions can be done online. Alternatively, download clips or games to use offline in the classroom. The internet can provide as much additional material as you will ever need.

Once your learners have the chance to use a computer, they too will have access to a world of information. This can be done through effective use of the following ICT tools:

- Laptop or desktop computers
- Smartphones
- Tablets
- CD players
- Projectors
- Calculators

- Radios
- Cameras
- Television sets
- Computer and related software, such as Microsoft Office packages (Word, PowerPoint, and Excel).

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

Diagnostic assessment

a Assessment as learning

Assessment as learning relates to engaging learners to reflect on the expectations of their learning. Information that learners provide the teacher forms the basis for refining teaching-learning strategies.

Learners are assisted to play their roles and to take responsibility for their own learning to improve performance. Learners are assisted to set their own goals and monitor their progress.

b Assessment for learning

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

c Assessment of learning

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

Reinforcement and revision

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

Using resources effectively

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

The Learner's Book

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

Other resources

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

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

Using the local environment

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

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

Topic 1

Safety and health

Unit 1: Safety

Unit objectives

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

- (a) outline safety rules in different Physical Education and Arts environments.
- (b) state the importance of warm up and cool down.

Teaching notes

- Build your lessons by anchoring the new concepts on the learners' prior knowledge on safety rules in Physical Education and Arts environments.
- Whole class discussion on the key words in the unit and these are warm up, cool down or safety rules.
- Identifying safety rules in different Physical Education and Arts environments (refer to Learner's Book page 2). You can make use of the internet as well.
- Make use of video clips and charts to illustrate warm up and cool down activities
- Collaborative work on identifying safety rules in various environments like the outdoor playground, the swimming pool, general safety rules for all Arts places, safety rules for music class, dance class, visual arts class and the theatre / drama class.
- Role playing safety rules in Physical Education and Arts environments (refer to Learner's Book 4).
- You can make use of pictures or video clips to explain the importance of warm-up and cool down activities.
- Identifying warm up and cool down activities (refer to Learner's Book page 12.)
- Whole class discussion on the importance of warm up and cool down. (refer to Learner's Book page 11).
- Learner guided demonstrations.

Teaching-learning resources

- PlusOne Physical Education and Arts Grade 3 Learner's Book page 1-14.

- Physical Education and Arts Grade 3 Syllabus page 21.
- Work cards
- Pictures
- Posters
- ICT tools
- Charts
- Whistles

Exercise 1.1

- 1 B
- 2 C
- 3 Teacher
- 4 anything that could make you trip before you run

Exercise 1.2

- 1 C
- 2 C
- 3 careful
- 4 walk

Unit revision exercises

- 1 C
- 2 C
- 3 C
- 4 B
- 5 C
- 6 B
- 7 Warm-up
- 8 Warm-up: light walking or jogging, gentle arm circles or stretching a little bit.
 - Cool down: slow walking, gentle, longer stretches (holding a stretch for 10 minutes) or deep breaths.

Unit 2: Healthy living habits

Unit objectives

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

- (a) identify the healthy-related elements of fitness.

- (b) describe healthy living habits at home.
- (c) discuss activities used to develop health-related elements.
- (d) perform activities and tests used to develop health-related elements of fitness.

Teaching notes

- Introduce the new concepts by building on learners' prior knowledge on health-related elements of fitness, which are strength, flexibility, endurance or body composition.
- Class discussion on the key words in the unit on page 14 and the words are health, fitness or habit.
- Pairwork on identifying the components of a balanced diet.
- You can make use of video clips, charts or pictures to explain healthy living habits at home.
- Let learners discuss the different activities done at home to stay safe (refer to Learner's Book page 15-17). The se include: having enough sleep, keeping yourself and your home clean or playing and helping.
- Have a collaborative work on tests used to develop health-related components of fitness, which are endurance, strength, body composition or flexibility.
- Probe learner to generate questions on activities used to develop health- related elements of fitness (refer to Learner's Book page 18).
- Learners have a role play or drama on performing activities and tests used to develop health -related elements of fitness.

Teaching-learning resources

- PlusOne Physical Education and Arts Grade 3 Learner's Book page 14-20.
- Physical Education and Arts Grade 3-7 Syllabus page 21.
- Manipulative blocks
- Play area
- Charts
- Dolls
- Mirrors
- Pictures
- Puzzles
- Clay and play dough
- Puzzles
- Crayons
- Books
- Paper glue
- Magazines
- Papier-mache
- Electronic gadgets

Activity 2.1

Organise your learners into small heterogeneous groups. Let them talk about how they keep themselves healthy at home. Your role is to guide the learners in their group work.

Exercise 2.1

- ① Play outside: jump, run, skip, soccer with friends or siblings, help with chores, walk or cycle, getting enough rest or keeping one self and the home clean.
- ② Body composition, endurance, strength or flexibility.

Unit revision exercises

- ① B
- ② D
- ③ B
- ④ Flexibility
- ⑤ bleep (beep)
- ⑥ Height and body mass.
- ⑦ Sit and reach test.

Topic 2

Human body

Unit 3: Organs of the body

Unit objectives

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

- (a) name external and internal body parts.
- (b) distinguish between external and internal body parts.
- (c) discuss ways of caring for different body parts.

Teaching notes

- Let the new concepts be anchored on the learners' prior knowledge on body parts.
- Whole class discussion on key words for the topic (refer to Lerner's Book page 21). The key words are, internal body parts, external body parts or caring.
- Collaborative work on identifying the various external body parts shown on pictures, charts and ICT tools.
- Singing songs or rhymes which involve identification of external body parts.
- Pair work in listing the functions of various external and internal body parts.
- Collaborative work on browsing the internet to find out the ways of caring for body parts.
- Learner demonstrations on how to care for external body parts like teeth.
- Role playing various methods of caring for external body parts.
- Learner generated question and answers.

Teaching learning resources

- PlusOne Physical Education and Arts Grade 3 Learner's Book page 21-25.
- Manipulative and block
- Play area
- Charts
- Dolls
- Mirrors
- Puzzles

- Pictures
- Crayons
- Play dough and clay
- Books
- Paper glue
- Papier-mache
- Magazines
- ICT tools

Activity 3.1

Organise learners into two heterogeneous groups. Guide them as they sing a song which highlights external body parts only. Examples of such songs include:

Twumaoko twumaoko
Twunoita zvakana
Twumaziso netwunzeve
Zvose zvinofadza Mwari.

Exercise 3.1

- 1 Head
- 2 mouth
- 3 legs
- 4 Hand.

Activity 3.2

Facilitator gives a guide to learners as they read and recite the poem on page 24:

Every day, everyday
I wake up in the morning
I wash my body
I brush my teeth
I brush my hair
I eat my breakfast
I take my bag and go to school

Exercise 3.2

- 1 Care
- 2 brush
- 3 Bathing, brushing teeth, handwashing, keep skin clean and moisturised wash hair regularly, avoid rubbing eyes, clean the outer ear gently, blow your nose, keep feet clean, have a healthy diet, drinking plenty of water, eat a balanced diet, be engaged in regular physical activity or get enough sleep.

Unit revision exercises

- 1 C
- 2 C
- 3 B
- 4 B
- 5 B
- 6 Stomach
- 7 Toothpaste
- 8 Hands
- 9 Learners draw a picture showing the human body.

Topic 3

History of arts

Unit 4: Music and dance

Unit objectives

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

- (a) identify the role of music and dance in the pre-colonial era.
- (b) list indigenous musical instruments and dances in the pre-colonial era.

Teaching notes

- Develop the topic by connecting new knowledge on learners' prior knowledge on the roles of music and dance.
- You can use work cards to explain key words of the unit (refer to Learner's Book page 26).
- Make use of colourful and relevant charts and pictures to explain the roles of music and dance in the pre-colonial era (refer to learner's book on page 27): community bonding, celebrations, rituals, communication, cultural identity or preparation for war.
- Class discussion on the roles of music and dance in the pre-colonial era.
- Dramatisation on the roles of music and dance in the pre-colonial era. Collect the correct props and costumes.
- Role playing the musical instruments and dances in the pre-colonial era. Make use of the correct props, costumes and musical instruments.
- Collaborative work in dances in the pre-colonial era (refer to learner's Book on page 31).
- Pair work in listing or identifying Indigenous musical instruments and dances in the pre-colonial era (*mbira*, *ngoma*, *hoshu* or *marimba*).
- Learner-generated questions and answers.

Teaching-learning resources

- PlusOne Physical Education and Arts Grade 3 Learner's Book page 26-34.
- Physical Education and Arts Grade 3-7 Syllabus page 22.
- ICT tools
- Magazines

- Pre-colonial songs and texts.
- Indigenous musical instruments
- Costumes and props
- Resource persons
- Pictures

Activity 4.1

Organise learners into small groups that differ in significant ways. Let them choose any song and dance. Help them practise the dance.

Exercise 4.1

- 1 *Mhande, Muchongoyo, Mbakumba, Dinhe, Amajukwa or Jerusarema/ Mbende*
- 2 Cultural identity, preparation of war, celebrations, rituals, communication or community bonding.
- 3 indigenous
- 4 winnowing baskets, hoes, sticks, baskets / *tswanda*.
- 5 To prepare girls for marriage.
- 6 Celebration and entertainment.

Activity 4.2

Guide learners as they choose and play any musical instrument.

Exercise 4.2

- 1 *Mbira*
- 2 *Mutumba*
- 3 Mallets

Activity 4.3

Organise learners in pairs. Let them choose any traditional dance. Assist them research its origin, purpose and the instruments used. List the music for the chosen type of dance.

Exercise 4.3

- 1 Masvingo
- 2 Drum
- 3 *Isitshikitsha* dance
- 4 *Mhande*
- 5 *Mangwiro*

Unit revision exercises

- | | | | |
|---|---|----|--|
| 1 | A | 8 | C |
| 2 | B | 9 | D |
| 3 | B | 10 | <i>Jerusarema</i> |
| 4 | C | 11 | drum |
| 5 | B | 12 | <i>Mbira</i> |
| 6 | A | 13 | In groups, learners practise/ play <i>mhande</i> . |
| 7 | A | | |

Unit 5: Visual arts

Unit objectives

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

- (a) identify indigenous media and tools.
- (b) use indigenous media and tools to create artefacts.
- (c) compare the roles of various artworks in the different eras.
- (d) draw a work of art that reflects cultural values and ideas.

Teaching notes

- 1 Develop the topic by anchoring new knowledge on learners' prior knowledge on indigenous media and tools.
- 2 Class discussion on comparing the role of artworks in different eras.
- 3 Dramatisation on how we would carve an animal step by step.
- 4 Role playing how to use indigenous media and tools to create artefacts.
- 5 Collaborative work in surfing the internet to compare the role of artworks in different eras.
- 6 Pair work in listing indigenous media and tools.
- 7 Learner-generated questions and answers.

Teaching-learning resources

- 1 PlusOne Physical Education and Arts Grade 3 Learner's Book page 35-41.
- 2 Physical Education and Arts Grade 3-7 Syllabus page 22.
- 3 Indigenous artefact
- 4 ICT tools
- 5 Magazines
- 6 Photographs
- 7 Audio transcripts
- 8 Craft foam

- 9 Hot glue gun
- 10 Thick pens
- 11 Sculptures
- 12 Instructional visuals

Activity 5.1

- 1 Let learners make a collection of local art media like grass for the art corner.
- 2 Let learners weave a belt using grass and different patterns.

Exercise 5.1

- 1 Reeds → baskets
- 2 Sisal fibre → fibre mat
- 3 Wood → knobkerries
- 4 Clay → pots
- 5 Natural dyes → mat

Activity 5.2

- 1 Guide learners to use fibres and other materials to weave a small mat.
- 2 Learners mould a clay pot and decorate it with different lines and shapes.

Exercise 5.2

- 1 Clay and *ilala / murara*
- 2 *Ilala / murara*
- 3 Chisel and knife
- 4 Sandpaper
- 5 Polish

Activity 5.3

- 1 Guide learners to use paper mache as they make indigenous artefacts from their area.
- 2 Assist learners in labeling materials that were used to make artefacts.

Exercise 5.3

- 1 Baskets and pottery
- 2 Religious uses and rituals
- 3 Masks
- 4 Serving beer and cooking
- 5 Foreign currency

Activity 5.4

- 1 Guide learners to use a pencil in drawing a headrest artefact.
- 2 Learners use coloured media to draw and paint a clay pot.

Exercise 5.4

- 1 A
- 2 B
- 3 Basic
- 4 Charcoal stick

Unit revision exercises

- 1 A
- 2 A
- 3 A
- 4 A
- 5 A
- 6 A
- 7 C
- 8 D
- 9 D
- 10 A
- 11 Wood
- 12 Clay
- 13 Food
- 14 Beadwork.
- 15 Guide learners in making a collage of a traditional pot using glue, paper and sand.

Unit 6: Theatre

Unit objectives

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

- (a) State the roles of theatre in pre-colonial Zimbabwe.
- (b) Identify media and tools used in the pre-colonial Zimbabwean theatrical performances.

Teaching notes

- Build your lesson by connecting new information to what learners already know about the role of theatre.
- Explain key words of the unit on Learner's Book page 42.
- Make use of videos, charts or pictures to explain the role of theatre in pre-colonial Zimbabwe. (refer to Learner's Book page 43).
- Demonstrate storytelling and oral tradition.
- Pair work on watching videos on role of theatre in pre-colonial Zimbabwe.
- Collaborative work on listing the different media and tools in pre-colonial Zimbabwean theatrical performances.
- Let learners demonstrate on the role of theatre in pre-colonial Zimbabwe.
- Class discussion on media and tools in pre-colonial Zimbabwean theatrical performances (refer to Learner's Book page 44).
- Learner generated questions and answers.

Teaching-learning resources

- PlusOne Physical Education and Arts Grade 3 Learner's Book page 42-46.
- Physical Education and Arts Grade 3-7 Syllabus page 23.
- Charts
- ICT tools
- Relevant plays
- Resource persons
- Costumes and props
- Theatre tools and media
- Musical instruments
- Pictures

Activity 6.1

- 1 Let learners choose any one media used in theatre during the pre-colonial era.
- 2 Guide learners in making the media chosen using locally available materials.

Exercise 6.1

- 1 Media: animations
 - Tools: masks, costumes or make up.
- 2 Masks
- 3 Animal hides, beads, vibrant fabrics.

Unit revision exercise

- 1 B
- 2 B
- 3 C
- 4 mask
- 5 props
- 6 Storytelling
- 7 Costumes
- 8 Media

Topic 4

Gymnastics

Unit 7: Balances

Unit objectives

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

- (a) demonstrate enhanced balances using different body parts.
- (b) perform balances with and without apparatus.

Teaching notes

- Develop your lessons by connecting the new knowledge on learners' prior knowledge on balances.
- Define new words of the unit (refer to Learner's Book page 47).
- Use relevant charts or pictures to explain balances using different parts.
- Learners may watch video on balances with or without apparatus while creating shapes and formations.
- Make clear demonstrations or look for a resource person.
- Pair work on guided discussions on balances with and without apparatus.
- Collaborative work on listing different types of balances.
- Guided learner demonstration on balances with apparatus.
- Ensure safety of learners on balances with and without apparatus.
- Make use of correct apparatus.
- Let learners perform balances with and without apparatus.
- Class discussion on apparatus to be used in balances and how they are used.
- Learner guided demonstrations on executing balance with apparatus.
- Learner generated questions and answers.

Teaching-learning resources

- PlusOne Physical Education and Arts Grade 3-7 Syllabus page 23.
- Physical Education and Arts Grade 3 Syllabus page 35.

- Gymnastic mats
- Skittles
- Cones
- Hula hoops
- Sticks
- Ropes
- Charts

Activity 7.1

- Guide learners in demonstrating the hula hoop balance.
- Give clear coaching points or look for a resource person if there is need.

Activity 7.2

- 1 Organise learners in pairs for matching balances.
 - Let learners be in pairs with matching height and weight.
 - Assist learners to turn like a clothesline on a windy day.
 - Guide learners to have legs together and side by side.

N.B Make sure you make clear demonstrations or look for a resource person.

Unit revision exercises

Multiple questions

- 1 B
- 2 C
- 3 A
- 4 B
- 5 B

Structured questions

- 6 under
- 7 Movement
- 8 Eagle pose
- 9 Bird shape, star, tree shape
- 10 Show learners different pair balances on pictures, chart or a video. Guide learners in demonstrating the balances shown in pairs.

Unit 8: Locomotion

Unit objectives

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

- (a) integrate basic balances and weight-bearing movements.
- (b) create shapes and formations whilst moving.

Teaching notes

- You should develop the topic by anchoring new knowledge on learners' prior knowledge on basic balances and weight-bearing movements.
- Explain key words of the unit on page 53.
- You can make use of charts or pictures to explain shapes and formations (refer to Learner's Book page-56).
- Class discussion on identifying basic balances.
- Facilitator makes a clear demonstration on weight bearing movements.
- Learners may watch a video on basic balances (tree pose, toe balance, knee balance or one leg balance).
- Collaborative work in surfing the internet to identify shapes and formations created whilst moving.
- Pair work in listing shapes created whilst moving on page 56.
- Learner-generated questions and answers.

NB: Make sure the playground is clean and safe to reduce the risk of injuries.

Teaching-learning resources

- PlusOne Physical Education and Arts Grade 3 Learner's Book page 57.
- Physical Education and Arts Grade 3-7 Syllabus page 3.
- Gymnastic mats
- Cones
- Ropes
- Benches
- Sticks
- Hula hoops
- Charts

Activity 8.1

Guide learners in log roll relay

- 1 Organise learners into small heterogeneous groups. Let half of the group be the rollers and the other half are leapers.
- 2 Let the two groups stand at opposite ends.
- 3 On a signal, rollers spaced apart and start rolling down the floor or grass / mat.
- 4 Let the leapers leap over the approaching rolling log.
- 5 Guide rollers that when they reach the end of the marked area or mat the rollers become the leapers, and the leapers become rollers.

Activity 8.2

Guide learners to create shapes using different body parts while moving.

Unit revision exercise

- 1 B
- 2 B
- 3 B
- 4 B
- 5 B
- 6 One leg balance and tree pose.
- 7 Animal walks, squats, crab walk
- 8 circle
- 9 ball shape

Topic 5

Sports and game skills

Unit 9: Invasion games

Unit objectives

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

- (a) demonstrate moving into open space.
- (b) execute movement into occupied space.
- (c) demonstrate positioning within boundaries.
- (d) demonstrate reaction into open or occupied space.

Teaching notes

- Let the new concepts be anchored on the learners' prior knowledge on invasion games
- Whole class discussion on key words in the topic.
- Collaborative watching videos on how to execute invasion games through space awareness (refer to Learner's Book page 59): seeing the gaps, moving smart, being aware and its importance.
- Collaborative work on identifying and describing how to execute invasion games in an open space and a closed space.
- Learner guided discovery and demonstration on playing passing games in open and closed spaces (refer to Learner's Book page 60).
- Collaborative work on browsing the internet to find out on positioning within a boundary and various ways of executing an attack in playing invasion games.
- Class discussion on the rules of invasion games.
- Explain reaction in invasion games (refer to Learner's Book page 64).
- Demonstrating reaction into open or occupied space.
- If there is need, you can look for a resource person to demonstrate reaction into open or occupied space, like blocking an attacker from scoring a point.
- Learner generated question and answers.

Teaching-learning resources

- PlusOne Physical Education and Arts Grade 3 Learner's Book page 58-66.
- Physical Education and Arts Grade 3-7 Syllabus page 24.
- Balls
- Cones
- Whistles
- Chess equipment
- Pitch

Activity 9.1

- 1 Organise learners into heterogeneous groups of ten. Guide them as they move around freely shadow chasing within the marked area.
- 2 Organise learners into heterogeneous of fives. Place some cones in a marked area as obstacles. Guide them as they step on each other's shadow without hitting the obstacles.

Exercise 9.1

- 1 It is a space that is not occupied either by players or opponents.
- 2 occupy
- 3 triangle

Activity 9.2

Organise learners into heterogeneous teams of five members each. Let one team be comprised of attackers and the other of defenders. Guide the learners as they pass the ball to their teammates, past the opponents and make scores. Do not hold the ball for more than three seconds.

Exercise 9.2

- 1 C
- 2 C
- 3 C
- 4 C
- 5 B

Activity 9.3

- 1 Clearly define a playing area using cones, lines or other markers.
- 2 Guide learners to play games that emphasise spatial awareness and positioning.

Exercise 9.3

- 1 B
- 2 C
- 3 B

Unit revision exercise

- | | |
|-----|-------------------|
| 1 C | 8 B |
| 2 B | 9 B |
| 3 B | 10 B |
| 4 B | 11 gaps |
| 5 B | 12 creating space |
| 6 C | 13 more |
| 7 B | |

Unit 10: Target and combat games

Unit objectives

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

- (a) aim at stationary targets using different objects within 15m distances from a standing position.
- (b) aim at stationary targets using different objects within 15m distance after a short run up.
- (c) lower centre of gravity to gain more balance when playing games.
- (d) execute follow-through when playing target games.

Teaching notes

- Anchor the new concepts on the learners' prior knowledge on aiming games like darts.
- Whole class discussion on key words for the unit on Learner's Book page 67.
- Make use of pictures, chart or videos to explain aiming at targets up to 15m.
- Whole class discussion on aiming at targets at stationery targets within 15m distance after a short run, (refer to Learner's Book page 69).
- Explain on stance.
- Make clear demonstrations on lowering centre of gravity to gain more balance when playing games (refer to Learner's Book page 71).
- Pair work on watching videos on how to execute follow through when playing target games (refer to Learner's Book page 71).
- Pair work on work on work cards about follow-through on kicking (soccer ball).

- Guided learner demonstration on executing follow-through for striking (hitting with a paddle / hand).
- Learner-generated question and answers.

Teaching-learning resources

- PlusOne Physical Education and Arts Grade 3 Learner's Book page 72.
- Physical Education and Arts Grade 3-7 Syllabus page 25.
- Ball
- Mats
- Gliding objects
- Buckets
- Rings
- Tyres
- ICT tools
- Pictures
- Wickets
- Mats
- Throwing objects.
- Materials for boundary objects.

Activity 10.1

Facilitator guides learners on the following instructions:

- 1 Let learners stand behind the throwing line, about 5-6 steps away from the wall.
- 2 Learners take a few steps forward to get a short run-up.
- 3 Instruct learners to bring their throwing arm back, then swing it forward to throw the ball.
- 4 Learners should aim for a target on the wall and try to hit it.
- 5 Guide learners in recording the score and try again for perfection.

Exercise 10.1

- 1 B
- 2 C
- 3 C
- 4 C
- 5 C

Activity 10.2

Organise learners into small groups and guide them in practising simple target games without causing harm or injury. Guide learners to follow all steps for follow-through.

N.B The facilitator should ensure safety in all throws.

Exercise 10.2

- 1 bent
- 2 balanced
- 3 evenly

Unit revision exercise

- | | |
|-----|------------------|
| 1 C | 8 B |
| 2 B | 9 D |
| 3 C | 10 B |
| 4 C | 11 Lower |
| 5 B | 12 partner |
| 6 B | 13 both feet |
| 7 B | 14 back straight |

Unit 11: Net games

Unit objectives

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

- (a) demonstrate the correct posture when performing strokes in a given game.
- (b) demonstrating strokes in short activities.
- (c) distinguish the strokes depending on the game you are playing.
- (d) demonstrate the gripping technique of equipment.
- (e) state the dangers of failing to handle equipment correctly.

Teaching notes

- Anchor the new concepts on the learners' prior knowledge on making a different strokes in net games.
- Explain key words on page 75.
- Make use of pictures and charts to explain the correct posture when performing strokes in net games (refer to Learner's Book page 76).
- Whole class discussion on strokes.
- Whole class discussion on different types of strokes.
- Learners may watch a video on different strokes depending on the game being played (forehand, serve, backhand or the volley), refer to Learner's Book page 77.
- Whole class discussion on executing various strokes in tennis.
- Collaborative video watching on executing various tennis strokes.

- Guided learner demonstration on executing tennis strokes.
- Whole class discussion on executing various strokes in volleyball.
- Collaborative video watching on executing various volleyball strokes.
- Guided learner demonstration on executing volleyball strokes.
- Make use of pictures to explain the correct gripping technique of equipment.
- Demonstrations on the grip, you can make use of a resource person.
- Collaborative work on watching videos on executing the correct gripping of equipment. (refer to Learner's Book page 77).
- Learner guided demonstration on executing the correct gripping technique of equipment.
- Learner generated question and answers.

Teaching-learning resources

- Plus One Physical Education and Arts Grade 3 Learner's Book page 75-82
- Physical Education and Arts Grade 3-7 Syllabus page 25
- Balls
- Charts with pictures
- Bean bags
- Hard surfaces
- ICT Tools
- Containers to put balls.
- Mats
- Rackets
- Whistles

Exercise 11.1

- 1 A
- 2 B
- 3 C
- 4 B
- 5 B

Activity 11.1

Organise learners into pairs. Guide them as they follow all the steps in practising the back lift technique while maintaining a proper stance and forming a figure 9.

- Ensure the lifting area is clear of obstacles.
- Begin by warm-up activities.
- The back lift involves lifting an object or partner using your legs and back muscles.
- Ensure proper form to avoid injury.
- Stand with feet shoulder-width apart.
- Bend your knees slightly and keep your back straight.

- Engage your core for stability.
- Partner A will represent the centre point.
- Partner B will practice the back lift by positioning themselves behind partner A.
- Partner B now should lift partner A in a controlled manner, moving in a way that mimics drawing a figure 9 in the air.
- As you lift, pivot to the right to create the loop of figure 9, then lower partner A back to the starting position.
- Repeat this motion to complete the figure 9.

N.B: Remember to switch roles and finish with a gentle cool down activity like stretching to relax the muscles.

Exercise 11.2

- 1 Cricket
- 2 Bat
- 3 Helmet
- 4 Wicket
- 5 Ball

Exercise 11.3

- 1 Sarudzai had four friends.
- 2 They chose to play cricket.
- 3 Sarudzai did not know how to hold a bat.

Unit revision exercise

- | | |
|-----|--|
| 1 A | 8 A |
| 2 C | 9 B |
| 3 B | 10 C |
| 4 B | 11 Forehand, backhand, serve and volley. |
| 5 B | 12 batting |
| 6 B | 13 accurate |
| 7 B | 14 Injured. |

Unit 12: Striking

Unit objectives

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

- (a) hit the ball past a set target from stationery and mobile position.
- (b) hit the ball off a tee using correct hitting form and grip.

Teaching notes

- Anchor the new concepts on the learners' prior knowledge on striking games.
- Whole class discussion on key words on striking (refer to Learner's Book page 83).
- Make use of pictures or a chart with pictures to explain hitting a ball past a set target at a stationary position (Learner's Book page 84).
- Whole class discussion on how to execute different types of strikes.
- Learners watch a video on hitting a ball past a set target from a mobile position (Learner's Book page 86).
- Collaborative work on watching videos on target batting and forward drive.
- Group discussion on steps to follow when blocking the ball.
- Pair work on watching videos and pictures on leaning forward to strike the ball (Learner's Book page 85).
- Guided learner demonstration on target batting, forward drive and blocking the ball.
- Learner-generated question and answers.

Teaching-learning resources

- PlusOne Physical Education and Arts Grade 3 Learner's Book page 83-87.
- Physical Education and Arts Grade 3-7 Syllabus page 25.
- Tennis rackets
- Bat
- sticks
- T-stands
- Tennis balls

Activity 12.1

Hitting the ball past a set point.

- Guide learners target his / her bat where he / she wants to aim the ball.
- Facilitator should make a clear demonstration on hitting the ball past a set target.

Target batting

- Guide learners to set up a batting tee using cones set up in goal formation 10m from the batting tee.
- Let learners be in pairs and instruct them to take turns trying to hit the ball through the goals.
- Let the partner hit the ball and return it to the batter.
- The batter should rotate with the fielder after hitting the ball 10 -15 times.
- Let learners practice the forward drive.

NB: Ensure safe and correct handling of equipment to avoid injury.

Unit revision exercises

- 1 C
- 2 C
- 3 B
- 4 A

- 5 B
- 6 C
- 7 B
- 8 C

Structured questions

- 9 batter
- 10 stance
- 11 forward drive and the backward drive.
- 12 Batter
- 13 Bat
- 14 (a) Guide learners in demonstrating the backward drive. Assist learners to follow the following steps:
 - (i) Stance and movement:
 - Get in line:
 - The batsman must move their back foot back and across towards the off stump, getting their head and body in line with the ball.
 - Back foot movement:
 - The back foot is crucial; it needs to move across to create space and balance for the shot.
 - Front foot movement:
 - The front foot may also move slightly, often closer to the back foot to create a stable base.
 - (ii) Swing and contact:
 - Straight bat:
 - The batsman should play the shot with a straight bat, keeping the bat face perpendicular to the ground.
 - High back lift:
 - A good bat lift is important to generate power and control.
 - Top hand control:
 - The top hand provides direction and control, while the bottom hand provides the power.
 - Head position:
 - Keep the head still and over the ball at the point of contact to ensure a good connection and keep the ball down.
 - (iii) Follow through:
 - Weight transfer:
 - Transfer weight forward onto the front foot as you make contact and follow through.

- High finish:
 - The bat and hands should follow through in the line of the shot, finishing high.

Key considerations:

- Balance:
 - Maintaining balance throughout the shot is essential for accuracy and power.
- Timing:
 - Timing is crucial for making solid contact and hitting the ball in the desired direction.
- Discipline:
 - While aggressive, the shot should be played with control and not attempted on every delivery.
- Practice:
 - Drills like moving back and across to a cone placed outside the off stump can help develop the footwork and balance required.

(b) Forward drive

(i) Stance:

- Let learners have a balanced and stable stance, with feet shoulder-width apart and knees slightly bent. The bat should be raised with a high back lift, ready for the swing.

(ii) Step forward:

- As the ball is delivered, step forward with your front foot towards the line of the ball, landing close to the pitch and keeping your toes aligned with the delivery.

(iii) Bend front knee:

- Bend your front knee as you step forward, leaning your weight slightly forward.

(iv) Swing through the ball:

- With a smooth, accelerating swing, bring the bat down through the ball, aiming to hit it on the upswing.

(v) Follow through:

- Extend your arms fully through the shot, and continue the bat's arc towards the intended target (offside or straight).

(vi) Head position:

- Keep your head steady and over the ball throughout the shot, ensuring you maintain good balance and focus.

(vii) Contact point:

- Make contact with the ball just in front of your front foot, ensuring a clean connection.

Unit 13: Adventure games (camping)

Unit objectives

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

- (a) mark a course.
- (b) follow a marked route.
- (c) locate points through map reading.

Teaching notes

- Anchor the new concepts on the learners' prior knowledge on camping.
- Whole class discussion on key words on camping (refer to Learner's Book page 89).
- Whole class discussion on following a marked route (refer to Learner's Book page 90).
- Group discussions on foot, bicycle, night and urban orienteering (page 91-92).
- Collaborative work on watching videos and pictures on foot, bicycle, night and urban orienteering.
- Guided learner demonstration on finding hidden objects within the classroom and within marked routes.
- Guided learner demonstration on foot, bicycle, night and urban orienteering.
- Explain clearly on locating points through map reading (refer to Learner's Book page 93).
- Learner generated question and answers.

Teaching-learning resources

- PlusOne Physical Education and Arts Grade 3 Learner's Book page 89-94.
- Physical Education and Arts Grade 3-7 Syllabus page 26.
- Maps
- Skittles
- Cones
- Markers
- Puzzles
- Objects to hide.

Activity 13.1

Organise learners into pairs and let each pair walk into a marked area within school yard. The teacher should mark the area using cones or markers.

Exercise 13.1

- 1 A course area is a marked area showing a route or a direction that can be followed.
- 2 True.

Activity 13.2

Divide learners into small groups for a treasure hunt.

Guide learners in creating a treasure hunt with clues and markings around the school or playground. Each group should follow the marked route, solve the clues and find the treasure.

Guide learners as follows:

- **Create clues:** Write clues that lead from one location to another. Clues can be riddles, puzzles, rhymes, pictures, or even instructions.
- **Plan the route:** Decide the order in which the clues will be found and the locations where they will be hidden.
- **Gather supplies:** Gather the materials needed for the clues (paper, pens, props).
- **Hide the treasure and clues:** Make sure the treasure is hidden in a safe and accessible location, and that the clues are hidden well, but not too difficult to find.

Exercise 13.2

- 1 The main objective of following a marked route adventure games is not to get lost.
- 2 To avoid being lost.
- 3 You need to focus on observation and be creative in problem-solving.

Activity 13.3

Organise your learners into small heterogeneous groups. Under your guidance, engage each group in participant orienteering within the school yard. Give each group a sketch map to show them the route. The winners must be group which has taken the shortest time to reach the destination of the route.

Activity 13.4

Organise your learners into small groups. Under your guidance, engage each group in participant orienteering within the school yard. Let each group pick the hidden objects in that course. The winners must be the group which collects the highest number of objects.

Exercise 13.3

- ① orienteering
- ② Foot, bicycle, night and urban.
- ③ visibility

Activity 13.5

Divide your learners into small groups.

- Give each group a map.
- Guide learners to locate different points on the map.

Exercise 13.4

- ① key
- ② Scale
- ③ the point you are looking for
- ④ find our way

Unit revision exercise

- ① A
- ② D
- ③ A
- ④ C
- ⑤ B
- ⑥ directions to follow.
- ⑦ Arrows
- ⑧ Foot orienteering.
- ⑨ Night orienteering.
- ⑩ Organise learner into pairs and let them find hidden objects in a given route under your guidance. Let the learners use sketch maps for their orienteering process. The winners must be the pair which collects the highest number of objects within the given period of time.

Unit 14: Kids athletics

Unit objectives

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

- (a) demonstrate progressive endurance levels in five minutes.
- (b) demonstrate swift running.

- (c) execute the ladder running events.
- (d) perform slalom, shuttle relays carrying baton.
- (e) execute smooth exchange of baton sticks.
- (f) demonstrate horizontal and vertical jumping from a stationary or mobile position.
- (g) execute jumping skills using equipment.
- (h) execute well-coordinated jumps.
- (i) execute front and backward throws with both hands.
- (j) demonstrate javelin throw in any direction.
- (k) release the implement and throw within marked area.
- (l) throw implements over an erected barrier.

Teaching notes

- Develop your concepts by connecting the new knowledge on learners' prior knowledge on athletics track events, jumps and throws.
- Explain new words for the unit (refer to Learner's Book page 96).
- Make use of charts or pictures to explain progressive endurance: warm-up, start slow, increase speed, maintain a steady pace, cool down (refer to Learner's Book page 96-97).
- Class discussion on track events like running, ladder running, slalom, shuttle relays.
- Guided practical work in marking an athletics track.
- Collaborative work on watching videos on swift running, ladder running, slalom, shuttle relays.
- Learner guided discovery on the above-mentioned track events.
- Demonstration on both horizontal and vertical jumping from stationary or mobile position (refer to Learner's Book page 102-106).
- Class discussion on jumps.
- Collaborative work on watching videos and pictures on jumps and throws.
- Class discussion on front and backward throws with both hands.
- Facilitator explains and demonstrates on releasing the implement and throwing within a target area (refer to Learner's Book page 110).
- Learner generated questions and answers.
- Learner guided demonstrations on baton exchange.

Teaching-learning resources

- | | |
|------------------------|----------------|
| • Cones | • Mini hurdles |
| • Relay batons | • Ladders |
| • Obstacles for slalom | • Mats |
| • Flags and flag poles | • ICT tools. |

Activity 14.1

Organise learners into 6 groups. Give each group chance to run continuously for 5 minutes within a marked area. Let learners take turns to discuss how they felt after the run.

Exercise 14.1

- 1 Endurance means being able to do something for a long time without getting tired.
- 2 warm-up

Activity 14.2

Organise learners into small mixed ability groups and let them watch videos on how to execute baton exchange under your guidance. Let the groups list the advantages of baton exchange technique. Let each group co-present its findings to the rest of the class.

Exercise 14.2

Facilitator lead by demonstrating:

- (a) Upsweep baton exchange.
- (b) Downsweep baton exchange.

Exercise 14.3

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

Activity 14.3

Guide learners to:

- Stand at the starting point.
- Bend their knees.
- Swing their arms.
- Jump on both two feet into and out the hoop.
- Do the jumps up until they finish the hoops.
- Do the jumps again and faster.

Activity 14.4

- Organise learners into heterogenous groups of 6 learners.
- Let learners hold the rope with both hands and it must be behind the learner.
- Give the learner ten minutes to sip.
- The learner will score one point each time the rope touches the ground.
- Let learners record their scores.
- Help learners identify the winner.

Exercise 14.4

- 1 High jump
- 2 forward
- 3 Freestyle, pairs and three person speed.

Activity 14.5

Guide learners to place cones in a line or pattern. Let learners take turns to hop over them on one foot and jump with two feet.

Exercise 14.5

- 1 B
- 2 C
- 3 B
- 4 C.

Activity 14.6

Knee throw (backward)

- 1 Guide learners to kneel on a soft surface.
- 2 Let the learner hold the medicine ball over the head using both hands.
- 3 Learners must bend backwards and throw the medicine forward for distance.
- 4 Give learners three trials and record the best throw.

Exercise 14.6

Learners name three implements that can be thrown in athletics: javelin, discuss, shot put or hammer.

Activity 14.7

Divide the class into small heterogeneous groups of five.

- Set up a simple target like a big piece of paper with a bullseye drawn on it.
- Give each group a few soft balls or foam darts.
- Let learners take turns throwing the balls at the target.
- Identify who can get the closest to the centre.

Exercise 14.7

- 1 forward
- 2 Backwards

Activity 14.8

Kids javelin throw

Divide learners into small groups for a javelin throw.

Skills

- Guide learners in holding the javelin stick in the middle with one hand.
- Let the learner run to the throwing point.
- Guide the learner to throw the javelin stick into the marked area.
- Guide learners not to step over the foul line as they make a throw.
- Give a clear instruction on follow-through.

Let learners take turns. Measure and record the throws. See who throws the furthest distance.

Exercise 14.8

- 1 distance
- 2 One
- 3 Two

Activity 14.9

Divide learners into small groups.

- Guide learners in practising underarm throw using the medicine ball or any other implement with a handle.
- Let learners count scores.
- Identify the winner.

Exercise 14.9

- 1 Steps to be followed when executing kids javelin throw.
 - Hold the javelin stick in the middle with one hand.
 - Run to the throwing point.
 - Throw the javelin stick into the marked area.
 - The thrower should not step over the foul line as they make a throw.
 - Follow through.
- 2 Executing a knee throw:
 - Kneel on both knees.
 - Hold the object in both hands.
 - Throw the object forward using arms and a slight bending of the back.

Unit revision exercise

- 1 A
- 2 B
- 3 C
- 4 D
- 5 A
- 6 B
- 7 A
- 8 B
- 9 B
- 10 A
- 11 Warm-up
- 12 Turtle
- 13 Stop
- 14 Organise learners into small mixed ability groups. Let each group demonstrate a 5-minute endurance race. Pick the fastest group to demonstrate before the whole class. The following are the steps to be followed in a 5-minute endurance race in a tack marked 50 by 20m.

(i) Warm-up

Dynamic stretches like leg swings, arm circles, and light jogging around the track to prepare muscles.

(ii) Mini-lap runs

Divide the track into smaller sections. Have learners run/jog these sections, focusing on maintaining a consistent pace and good posture, rather than speed.

(iii) Endurance race

Have learners jog/run the full 50m length of the track. Encourage them to maintain a steady pace throughout the 5 minutes, focusing on endurance rather than sprinting.

(iv) Cool-down

Static stretches like holding each stretch for 20-30 seconds, focusing on major muscle groups used during running.

Tips for the race:

Pacing:

- Encourage learners to pace themselves and find a comfortable speed they can maintain

Form:

- Emphasise good running posture: eyes up, arms swinging forward and backward (not across the body) and light steps.

Breathing:

- Remind learners to breathe deeply and evenly throughout the run.

Enjoyment:

- Make it fun. Play some light music, have them run with a partner, or create fun challenges along the way.

Safety:

- Ensure the track is clear of obstacles and that learners are aware of their surroundings

- 15** Organise learners into heterogeneous groups of fours. Let the learners demonstrate the slalom relay race under your guidance.

Slalom course: Set up a slalom course using cones or markers. The course should be wide enough for each team to move safely and have enough space between markers for learners to easily manoeuvre.

Baton: Provide each team with a baton (or a safe, lightweight object that can be easily passed).

Starting line: Mark a starting line for each team.

Finish line: Mark a finish line at the end of the slalom course.

How to play:

- (i) **Start:** At the starting line, one member of each team will hold the baton.
- (ii) **Slalom:** On the signal, the first runner will weave through the slalom course, running around each marker.
- (iii) **Baton Pass:** Upon reaching the end of the course, the runner will pass the baton to the next team member.
- (iv) **Repeat:** This process is repeated by each team member until all have completed the slalom course.
- (v) **Winning:** The first team to have all members complete the course and cross the finish line wins.

Important considerations:

- (vi) **Safety:** Ensure the slalom course is safe and that learners are aware of the course layout.
- (vii) **Baton passing:** Practise the baton passing technique with the learners before starting the race. Ensure they know to hold the baton at one end and pass it to a teammates outstretched hand.
- (viii) **Teamwork:** Encourage teamwork and communication between team members.
- (ix) **Fun:** Make it a fun and enjoyable experience for all the learners.

- 16** (a) Organise learners in small mixed groups of three learners with 2 girls and 1 boy. Let the learners demonstrate rope skipping under your guidance.
- (b) Guide learners in doing squat jumps.

(i) **Starting position:**

- Learners demonstrate standing with feet shoulder-width apart, toes pointing slightly outward or forward. They keep their backs straight, chest up, and core engaged.

(ii) Squat:

- Learners bend their knees and lower hips as if sitting back in a chair, keeping their weight balanced through feet (with a slight emphasis on heels). Ensure knees stay behind toes as they lower, hips.

(iii) Jump:

- Learners push through their heels and extend their knees, hips and arms upwards to jump as high as possible.

(iv) Landing:

- Learners land softly on their toes, then shift their weight back to their heels, immediately returning to the squat position.

(v) Repeat:

- Learners continue this sequence for the desired number of repetitions.

Key points to remember:

- **Warm-up:** Learners should always warm up before performing squat jumps, as they are a high-impact exercise
- **Landing softly:** They should focus on landing softly to minimise impact on joints.
- **Breathing:** They coordinate breathing with the movement, exhaling as they jump and inhaling as they descend.

Unit 15: Aquatic skills

Unit objectives

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

- (a) display knowledge of water safety in and water bodies.
- (b) execute safe entry into different water safe entry into bodies.
- (c) execute safe exit from different water bodies.
- (d) analyse arm and leg movements.
- (e) float with and without aid.
- (f) propel in water.
- (g) glide off the wall.
- (h) execute elementary front and back crawl actions.

Teaching notes

- Develop the topic by anchoring new knowledge on learners' prior knowledge on staying safe in the environment.

- Discuss the new words for the unit on page 115.
- Class discussion on water safety in and around water bodies (refer to Learner's Book page 116).
- Explain some precaution to consider when you are near or in water bodies.
- Pair work in listing safe entry into water bodies.
- Let learners watch videos on safe entry into different water bodies (refer to Learner's Book page 117).
- Explain clearly on the safe exit from different water bodies (refer to Learner's Book page 118).
- Demonstrate clearly the arm and leg movement on strokes (refer to Learner's Book page 119).
- Pair work in discussing floating with and without aids.
- Let learners list floating aids.
- Make use of pictures to explain the different strokes in swimming (refer to Learner's Book page 122).
- Class discussion on elementary front and back crawl actions.
- Dramatisation in safety measures in water storage.
- Role playing how to contact help lines during water accidents.
- Learner-generated questions and answers.

NB: To reduce the hazard of drowning, exercise great caution on all practicals in this unit.

Teaching-learning resources

- PlusOne Physical Education and Arts Grade 3 Learner's Book page 115-124.
- Physical Education and Arts Grade 3-7 Syllabus.
- Charts
- Goggles
- Water bodies pictures
- Real swimming pools
- Floaters
- Tyre tubes
- Ropes
- Life buoys
- ICT tools

Activity 15.1

Organise learners into small heterogeneous groups. Let them dramatise calling for attention in a swimming area. Emphasise on the help line which is 116. Demonstrate on how learners can call for an attention.

Exercise 15.1

- 1 Dams, rivers, lakes and swimming pool or springs.
- 2 Slipping and falling.

Activity 15.2

- 1 Organise learners into pairs. Guide them as they familiarise themselves with the water in a pool by sitting along a water body, placing their legs into the water and wetting themselves.
- 2 Guide learners as they enter the swimming pool with the aid of steps and rails.

Exercise 15.2

- 1 When entering the swimming pool, use the steps, whilst holding the rails, the swimmer must enter the pool carefully and slowly with the back to the pool.
- 2 steps.

Activity 15.3

Divide learners into pairs. Let them practise safe exit techniques in a simulated environment like in the classroom or designated area on the playground. Let one partner take turns being a swimmer who practices safely exiting the water under your guidance while the other partner, the helper assists if needed.

Exercise 15.3

- 1 source of water.
- 2 Dam, swimming pool, river or a lake.
- 3 grown up.
- 4 those not able to swim.

Activity 15.4

Divide learners into small mixed groups of five. Show them a video or demonstrations of different strokes like the front crawl, backstroke and the breaststroke. Help each group analyse the arm and leg movements in each stroke. Let learners tell what they have noticed. Learners identify the similarities or differences in different strokes.

Exercise 15.4

- 1 Safely and carefully.
- 2 Sitting at the edge of the pool.
- 3 Steps.

Activity 15.5

- Guide learners have a partner helping each other to glide by holding hands and dragging with the face and whole body covered in water but on top.
- When learners mastered the glide, let them practise it several times from steps or side of pool using the shallow side.
- Help learners continue with the practise they can glide and move a long distance across the pool.
- Let learners continue to practise gliding, they can crawl and kick to continue moving in water smoothly.

Exercise 15.5

- 1 floating aids
- 2 floating tube
- 3 steps
- 4 swimming
- 5 Ring bouy

Activity 15.6

- Guide learners to breathe out with the face in water.
- Let learners turn the face sideways and breathe quickly with the mouth out of the water.
- Help learners decide whether the right or left side is the natural side for breathing as they propel.

Activity 15.7

- 1 Guide learners to push and glide from the wall / rail in pairs with one supporting the back then individually.
- 2 Divide learners in pairs and let them back crawl leg kick and arm action in pairs then with an aid.
- 3 In shallow water, let learners practise leg and arm action without aid.

Exercise 15.6

- 1 Swimming
- 2 Backstroke
- 3 Swimmer B
- 4 Push off

Unit revision exercises

- 1 B
- 2 C

- 3 B
- 4 A
- 5 B
- 6 swimming pool
- 7 driving
- 8 You will drown.
- 9 river and pool.
- 10 Guide learners in wading-walk with effort through water:

Here is a breakdown of what wading entails:

- Effort and resistance: Wading involves walking with effort, as the water or other liquid provides resistance against each step.
- Depth: The water level can vary, ranging from shallow (ankle-deep) to deeper, where it may reach knee-deep or even higher, but generally not so deep that one cannot touch the bottom.
- Comparison to swimming: Wading differs from swimming because it involves walking on the bottom, even if it's a muddy or uneven surface, rather than floating or paddling.
- Different environments: Wading is not limited to clear water; it can also be done through mud, swamps, or other liquids where walking is possible but requires effort.
- Figurative use: The term “wade” can also be used figuratively to describe a difficult or laborious task, like “wading through a mountain of paperwork”.

- 11 Guide learners in demonstrating entering the pool through steps.

- 12 Help learners demonstrate the following swimming techniques :

(a) To demonstrate gliding off the wall, learners should push off the wall in a streamlined position with their face in the water, arms extended forward, and legs together. Maintain this streamlined position as they glide through the water without any arm or leg movements.

(b) Guide learners practise front crawl.

Topic 6

The creative process and performance

Unit 16: Music

Unit objectives

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

- (a) apply basic elements of music in vocal and instructional music.
- (b) compose short songs and melodies.
- (c) play musical instruments to accompany short songs.

Teaching notes

- Anchor the new concepts on the learners' prior knowledge on music.
- Whole class discussion on key words in the topic (refer to Learner's Book 125).
- Explain clearly on applying basic elements of music in vocal and instrumental music (refer to Learner's Book).
- Class discussion on elements of music.
- Explain instrumental and vocal music.
- Facilitator explains composing and playing of short songs and songs.
- Whole class discussion on vocal skills and breathe control (refer to Learner's Book page 127).
- Explanation on Zimbabwean music inspiration (refer to Learner's Book page 128).
- Collaborative work on watching videos on composition, arrangement and improvisation of melodies (refer to Learner's Book page 130).
- Whole class discussion on composition, arrangement and improvisation of melodies.
- Guided learner demonstration on arrangement of melodies.
- Learner generated question and answers.

Teaching-learning resources

- PlusOne Physical Education and Arts Grade 3 Learner's Book page 125-132.
- Physical Education and Arts Grade 3-7 Syllabus.
- Percussion instruments

- Pitch symbols on charts.
- Basic note values on charts / chalkboard / interactive board.
- Melodies on charts.
- ICT tools
- Musical instruments

Activity 16.1

Guide learners in the following fun activities:

- 1 Let learners clap or tap along with their favourite song.
- 2 Let learners hum or whistle a simple melody.
- 3 Help learners create a new rhythm using everyday objects like pots and pans.
- 4 Learners sing a simple song and experiment with different melodic patterns.

Exercise 16.1

- 1 Rhythm
- 2 sing
- 3 pitch, rhythm, timbre, melody or dynamics

Activity 16.2

- 1 Organise learners in heterogenous groups of five. Instruct learners to do vocal warm-up. Let them use a piano to play the piano and hum the sound. Help learners go to the next pitch (D, E and F). Learners continue in the style.
- 2 Guide learners in the following good breathing techniques: Learners touch the stomach with two hands and breath in air. Learners should feel the stomach stretching. Guide learners to release the air slowly, making a buzzing sound to the duration of 7 to 8 counts. Learners can increase their timing.
- 3 Guide learners to practise singing in groups. Learners should sing the phrase without breathing. Learners should make a deep breath before singing. Assist learners to use any song.

Exercise 16.2

- 1 personal enjoyment, social interaction, sing in relation to mood or competitions.
- 2 Overall singing, tone or the voice.
- 3 tummy
- 4 The skills and abilities used to sing effectively.
- 5 Out of tune or unpleasant.
- 6 keyboard

Activity 16.3

- 1 Organise learners in pairs and let them think of an idea. Help learners sing and record the idea on a cellphone or any recording gadget.

- 2 Guide learners in composing a 2-bar melody.

Exercise 16.3

- 1 Musical phrases, particularly in the context of compositions.
- 2 The process of creating new music.
- 3 Vocal
- 4 “Mary had a little lamp”
- 5 Choosing a theme.

Activity 16.4

- 1 Divide learners in groups and help them improvise a short melody.
- 2 Let learners practise the melody.
- 3 Assist learners express emotions to show their creativity.
- 4 Assist learners perform to the class as a group.

Exercise 16.4

- 1 Sound
- 2 Drum
- 3 Music
- 4 Instruments
- 5 Breathe control and pitch accuracy.

Unit revision exercise

- 1 A
- 2 C
- 3 C
- 4 A
- 5 C
- 6 vocalist
- 7 Guide learners in drawing a picture of a musical instrument of own choice and label its parts.
- 8 Let learners draw a simple melody using musical notes and explain the meaning of the musical notes.

Unit 17: Visual arts

Unit objectives

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

- (a) identify elements of art and principles of design in artworks.
- (b) apply elements of art and principles of design in creating artworks.
- (c) apply primary colours in drawing and painting.
- (d) create craftworks using indigenous media and tools.

Teaching notes

- Develop your lessons by anchoring the new knowledge on learners' prior knowledge on visual arts.
- Whole class discussion of key words of the topic from the Learner's Book page 133.
- Facilitator explains clearly the elements of art and principles of design in artworks (refer to Learner's Book page 134).
- Pair work on watching videos on applying elements of art and principles of design in creating different artworks (Learner's Book page 137).
- Collaborative work on applying primary colours in drawing and painting.
- Guided learner demonstration on floating with or without aids.
- Pair work on watching videos on mixing primary colours to create secondary colours (refer to Learner's Book page 140).
- Class discussion on characteristic of primary colours (refer to Learner's Book page 140).
- Learner guided demonstrations on creating craft artworks using indigenous media and tools (refer to Learner's Book page 141).
- Learner generated questions and answers.

NB: To reduce the hazards such as injuries like cuts and burns, exposure to toxic chemicals through inhalation, skin contact, or ingestion, and potential risks from equipment use, such as power tools in this unit, follow instructions and be very cautious when using tools and equipment.

Teaching-learning resources

- PlusOne Physical Education and Arts Grade 3 Learner's Book page 133-143.
- Physical Education and Arts Grade 3-7 Syllabus.
- Indigenous media
- ICT tools
- Artefacts
- Recycled materials
- Glue / paint
- Art portfolios

- Drawing paper
- Crayons / charcoal
- Natural pigments
- Natural dyes
- Wood carvings
- Scale models
- Tactile collage
- Craft foam
- Hot glue gun
- Thick pen
- Vibrating sculptures
- Charts

Activity 17.1

- 1 Let learners identify the number of shapers in the picture on page 136.
- 2 Guide learners in collecting leaves and naming their shapes.
- 3 Let learners identify the types of lines on different leaves collected.
- 4 Help learners use basic shapes in drawing a kitchen utensil of own choice.

Activity 17.2

Guide learners in finding the given elements of arts from the word puzzle on page 136. (space, pattern, colour, value, form, line and shape).

Exercise 17.1

- 1 balance
- 2 shape, colour or lines.
- 3 Organic shapes are primarily found in nature.
- 4 Square

Activity 17.3

Guide learners in completing the given diagram in Learner's Book page 139 by drawing elements of art and principles of design.

Activity 17.4

- 1 Guide learners prepare clay and construct a kitchen utensil.
- 2 Let learners decorate the clay artefact they have drawn using lines and shapes.
- 3 Guide learners to use the different designs to colour the clay artefact.

Exercise 17.2

- 1 Pottery.
- 2 Basketry
- 3 Reeds, grass, bamboo and palm leaves.
- 4 Heat
- 5 Soapstone and serpentine.

Unit revision exercise

- | | |
|-------------|--|
| 1 A | 12 riverbeds |
| 2 B | 13 weaving |
| 3 D | 14 heating |
| 4 A | 15 chisel |
| 5 C | 16 emphasis |
| 6 D | 17 pinching |
| 7 B | 18 contrast |
| 8 D | 19 equal sides |
| 9 A | 20 organic |
| 10 A | 21 Guide learners in constructing a clay pot using local clay. |
| 11 basketry | |

Unit 18: Theatre

Unit objectives

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

- (a) apply indigenous theatre skills in acting.
- (b) arrange ideas in a story to create chronological outline events.
- (c) improvise stories from picture books.

Teaching notes

- Let the new concepts anchor on the learners' prior knowledge on theatre.
- Whole class discussion on key words in the topic (refer to Learner's Book page 144).
- Make use of charts or pictures to explain how to apply indigenous theatre skills in acting (refer to Learner's Book page 146).
- Watching videos on how to apply indigenous theatre skills in acting.
- Collaborative work on arranging ideas in a story to create a chronological outline of events (refer to Learner's Book page 146).

- Learner guided discovery demonstration on improvising stories from picture books (refer to Learner's Book page 146).
- Collaborative work on browsing the internet to find out how and why improvise stories (refer to Learner's Book page 147).
- Learner demonstrations on how to improvise stories from picture books.
- Role playing various indigenous theatre skills in acting.
- Learner generated question and answers.

Teaching-learning resources

- PlusOne Physical Education and Arts Grade 3 Learner's Book Page 144-149.
- Physical Education and Arts Grade 3-7 Syllabus page 29.
- Theatre area
- ICT tools
- Lights
- Candles
- Print media
- Resource person
- Picture books
- Theatre books

Activity 18.1

- 1 Guide learners in practising the use of voice.
- 2 Let the learners read lines from a drama text and help them practise when to breathe.
- 3 Let stand in front of the mirror and practise different facial expressions.

Exercise 18.1

- 1 Creativity, self-expression and heritage.
- 2 Storytelling and masking.
- 3 Passing down stories through generations.
- 4 Signs

Activity 18.2

Organise the learners into pairs and let each pair / arrange ideas to create a storyline that has a happy ending.

Exercise 18.2

- 1 Conflict, rising action and a resolution.
- 2 An example of a problem / mystery in a storyline:

The case of the missing cookies

Problem:

In Mrs. Baker's grade 3 class, everyone is excited for the cookie party. Mrs. Baker has baked the most delicious cookies, but when it is time to serve them, they are nowhere to be found.

Mystery:

Who could have taken the cookies?

Clues:

- 1 **Crumbs on the floor:** There are tiny crumbs leading out of the classroom.
- 2 **A note on the desk:** A note says, "I took them for a special surprise."
- 3 **Footprints:** There are small footprints near the window.

Characters:

- 1 **Mrs Baker:** The kind teacher who loves baking.
- 2 **Tatenda:** The class clown who loves cookies.
- 3 **Ella:** The quiet girl who always helps clean up.
- 4 **Tsakani:** The curious boy who loves mysteries.

Questions to think about:

- Who do you think took the cookies?
- What do you think the surprise could be?
- How can the class solve this mystery together?
- Improvisation
- Who, What, Where, When and Why.

Exercise 18.3

- 1 masks
- 2 voice
- 3 events
- 4 C

Unit revision exercise

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

- 8 D
- 9 A
- 10 D
- 11 Myths and legends
- 12 Storytelling is the passing down of stories through generations, using voice, physical theatre movement and gesture.
- 13 Masks

Unit 19: Dance

Unit objectives

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

- (a) identify elements of dance
- (b) apply basic choreography in indigenous dances.
- (c) execute indigenous dance styles.

Teaching notes

- Let the new concepts be anchored on the learners' prior knowledge on dances.
- Whole class discussion on key words in the topic from the Learner's Book page 150.
- Make use of different charts to illustrate element of dance page 151.
- Let learners identify elements of dance (refer to Learner's Book page 151: Body, Action, Space, Time and Energy)
- Watching videos on how to apply basic choreography in indigenous dances.
- Collaborative work on executing indigenous dance styles.
- Learner guided discovery and demonstration on different indigenous dance styles.
- Collaborative work on browsing the internet to find out on various indigenous dance styles (refer to Learner's Book page 154).
- Learner generated question and answers.

Teaching-learning resources

- PlusOne Physical Education and Arts Grade 3 Learner's Book page 150-156.
- Physical Education and Arts Grade 3-7 Syllabus page 29.
- ICT tools
- Props
- Indigenous instruments
- Attire
- Resource person

- Picture books
- Dance groups

Activity 19.1

- 1 Organise learners into pairs and let them dance *mhande* to the song *sekuru manonoka*.
- 2 Guide learners in taking note of the dance formation and leg movements.
- 3 Let learners prepare the correct costumes and props for the dance.
- 4 Make sure drummers and helpers are correctly positioned.

Exercise 19.1

- 1 Dance is a way of moving your body to music or rhythm.
- 2 Time, Action, Space, Energy and Body.
- 3 The leg movement of *mhande* is 12-1234-123.
- 4 *Isitshikitsha*
- 5 Choreography is the art of making dance moves.

Exercise 19.2

- 1 In *mhande* dance, dancers get into a circle in pairs, male and female and they will at times dance around the possessed who will have seated in the center.
- 2 Know the steps of the dance you want to work with, take note of the costumes of the dance, create a user-friendly stage for the type of dance, know how the dance is being introduced or start, know the steps that will come after the introduction, the middle and take note of some variations and finally know how the dance ends.
- 3 Knobkerrie, clay pots.
- 4 8 men and eight women.
- 5 Kalanga people of Plumtree in Matabeleland South province.

Unit revision exercises

- | | |
|---|------------|
| 1 B | 7 D |
| 2 A | 8 B |
| 3 B | 9 A |
| 4 D | 10 Whistle |
| 5 C | 11 Two |
| 6 A | |
| 12 Choreography is the art of making dance moves. | |
| 13 <i>Amahlwayi</i> | |
| 14 Help learners design a <i>mbakumba</i> dance choreography using any <i>mbakumba</i> song and perform it in front of the class. | |

Topic 7

Aesthetic values and appreciation

Unit 20: Aesthetic values and appreciation of the arts

Unit objectives

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

- (a) state the elements of art.
- (b) compare indigenous works of art made by the use of different art tools and media.
- (c) describe aesthetic qualities of arts.
- (d) analyse indigenous performances.

Teaching notes

- Let the new concepts be anchored on the learners' prior knowledge on aesthetic values and appreciation of the arts.
- Whole class discussion on key words in the topic (refer to Learner's Book page 157).
- Whole class discussion on the elements of art.
- Collaborative watching videos on the indigenous works of art made using different art tools and media.
- Make use of charts and pictures to describe aesthetic qualities of arts (refer to Learner's Book page 163).
- Explain the aesthetic qualities of arts (refer to Learner's Book page 163).
- Collaborative work on analysing indigenous performances (refer to Learner's Book page 165).
- Learner guided discovery and demonstration on playing passing games in open and closed spaces.
- Collaborative work on browsing the internet to find out exhibition of artworks in Zimbabwe (refer to Learner's Book page 166).
- Class discussion on exhibition of artworks.
- Learner generated question and answers.

Teaching-learning resources

- PlusOne Physical Education and Arts Grade 3 Learner's Book page 157-167.
- Physical Education and Arts Grade 3-7 Syllabus page 29.
- ICT tools
- Indigenous artefacts relevant reference books.
- Resource persons
- Resource centres
- Display boards
- Musical instruments
- Audio transcripts
- Tactile collage

Activity 20.1

Organise learners into heterogeneous small groups of six and guide them as they collect different artworks and describe their texture.

Exercise 20.1

Let learners match the given art elements with the given examples.

- 1 Primary and secondary
- 2 Negative and positive
- 3 Smooth and rough
- 4 Dark and light
- 5 Geometric and organic
- 6 Curved and zig-zag

Activity 20.2

Organise learners into heterogeneous teams of five members each. Let the learners compare the tools used to make Shona sculptors and painted Ndebele houses of Ndebele people.

Exercise 20.2

- 1 Fruits
- 2 Grasses and palm leaves.

Activity 20.3

Organise learners into small mixed group abilities and let the learners describe qualities of the arts.

Exercise 20.3

- 1 Elements that make art appealing.
- 2 Shape and structure of an artwork.
- 3 Thin and dotted.
- 4 One which is very colourful.

Activity 20.4

Divide learners into small heterogenous groups of four. Let each group list the different indigenous performances.

Exercise 20.1

- 1 Indigenous performances are special ways that indigenous people share their culture and stories through art, dance or music.
- 2 Dance, art or music.
- 3 Grandparents
- 4 Is a way of passing the norms and values from generation to generation, stories teach different skills. Is a way of preserving our culture and storytelling is a tool of communication.

Unit revision exercise

- 1 B
- 2 C
- 3 C
- 4 B
- 5 B
- 6 B
- 7 C
- 8 B
- 9 C
- 10 B
- 11 Line, shape, colour, texture, space, value or space.
- 12 Dance and music.
- 13 Divide the learners into small heterogenous groups and let them make different artworks and exhibit their artworks at the school.

Topic 8

Physical Education and Arts technology

Unit 21: Technology in Physical Education and Arts

Unit objectives

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

- (a) list technological tools used in Physical Education and Arts.
- (b) use technological tools to create and store works of art.
- (c) identify safe ways of using the internet.

Teaching notes

- Let the new concepts be anchored on the learners' prior knowledge on technology in Physical Education and Arts.
- Whole class discussion on key words in the unit (refer to Learner's Book page 168).
- Make use of charts and pictures to explain technological tools in Physical Education and Arts page 169.
- Collaborative watching of videos on technological tools used in Physical Education and Arts (refer to Learner's Book Page 169).
- Pair work on identifying how we can use technological tools in to create and store works of art. (refer to Learner's Book page 172).
- Learner guided discovery through video watching on storage devices.
- Guided learner demonstration on using storage devices.
- Collaborative work on browsing the internet to find out the safe ways of using the internet. (Refer to Learner's Book page 174).
- Class discussion on safe ways of using the internet.
- Learner guided demonstration on using the internet.
- Learner generated question and answers.

Teaching-learning resources

- PlusOne Physical Education and Arts Grade 3 Learner's Book page 168-175.
- Physical Education and Arts Grade 3-7 Syllabus page 30.

- ICT tools
- Musical instruments
- AB tutor
- Tilt brush
- Audio visual devices
- Display
- Physical Education and Arts software.

Activity 21.1

- 1 Preparation of the hunt:** Let learners write all the technological tools they have learned about on slips of paper (A digital camera, a tablet, printer, drawing pad, stopwatch, heart rate monitor or video camera), Learner's Book page 169-170. Guide them to hide the papers around the classroom or gym.
- 2 The hunt:** Divide the learners into heterogenous teams. Instruct them that they are supposed to find the papers. Guide them that when they find the paper, they must say whether the tool is used in Physical Education or Arts and its use.
- 3 Review:** Let learners go over the all the tools and discuss how they are used.

Exercise 21.1

- 1** B
- 2** C
- 3** A
- 4** B
- 5** C

Activity 21.2

Digital art gallery

- 1** Guide learners to create a digital artwork using a computer or tablet. Learners can draw, paint or make a collage individually.
- 2** Show learners how to save their artwork their artwork on the computer and how to copy it onto a USB drive or upload it to a safe online storage space.
- 3** Help learners print out some of the works if the printer is available.
- 4** Guide learners have a digital art gallery where they can show and tell about their creations.
- 5** Let learners match the tool with its use.

Tool	What it does
1. Computer / Tablet	D. Lets you draw and paint digitally.
2. Digital camera	A. Takes pictures.
3. Printer	C. Prints pictures onto paper.
4. USB Drivers	E. Stores your digital art.
5. Digital Drawing Pad	F. Lets you draw on a screen with a pen.

Activity 21.3

- 1 Organise learners into groups of seven of their choices. Guide learners create short scenarios where learners must decide if an online action is safe or not. Let learners discuss the following scenarios:
 - (a) A stranger online asks for the learner's address. This is unsafe.
 - (b) The learner's teacher shows the learner a safe website for drawing. This is safe.
- 2 Guide learners in the discussion after each scenario, giving reasons why it is safe or unsafe.

Unit revision exercise

- 1 C
- 2 B
- 3 C
- 4 B
- 5 B
- 6 B
- 7 B
- 8 C
- 9 B
- 10 C
- 11 A digital camera, tablet, printer, drawing pad, digital drawing pad, a desktop computer, video camera or a heart rate monitor.
- 12 pen
- 13 Do not share your password with someone you do not know online. Sharing passwords, even with trusted individuals, can lead to significant security risks. If a stranger asks for your password online, it is highly likely a scam or phishing attempt.

Topic 9

Physical Education and Arts enterprise

Unit 22: Entrepreneurship in Physical Education and Arts

Unit objectives

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

- (a) identify careers in Physical Education and Arts.
- (b) role play careers in Physical Education and Arts.
- (c) fundraise through performance.
- (d) make sporting and arts equipment for enterprise.
- (e) apply business ethics and soft skills *Ubuntu/Unhu/Vumunhu*.

Teaching notes

- Anchor the new concepts on the learners' prior knowledge entrepreneurship.
- Whole class discussion on key words on entrepreneurship in Physical Education and Arts (refer to Learner's Book page 177).
- Make use of charts and pictures to explain careers in Physical Education and Arts (refer to Learner's Book page 178).
- Whole class discussion on careers in Physical Education and Arts (page 178-179).
- Pair work on watching videos on careers in Physical Education and Arts.
- Guided learner demonstration on how to identify careers.
- Guided learner role-playing different careers in Physical Education and Arts (refer to Learner's Book page 181).
- Guided fundraising through performance (see a guideline on page 182).
- Demonstrations on making sporting and arts equipment for enterprise (refer to Learner's Book page 183-185: bean bags, skipping ropes, targets, obstacle course markers, colourful paint brushes, homemade modeling clay, decorated art journals.)
- Explain on business ethics and soft skills in Physical Education and Arts.
- Collaborated pair work on browsing the internet to find out the business ethics in Physical Education and Arts.
- Discussion on soft skills in Physical Education and soft skills in Arts.
- Learner generated question and answers.

Teaching-learning resources

- PlusOne Physical Education and Arts Grade 3 Learner's Book page 177-187.
- Physical Education and Arts Grade 3-7 Syllabus page 31.
- Play area
- Pictures of different arts career
- Video clips of different arts careers
- Money / tickets / receipts
- Artefacts
- Arts instruments

Activity 22.1

- 1 Organise learners into mixed ability groups. Let them role-play any music career of own choice. Help the learners present the role-play before the class.
- 2 Guide learners in playing the game *Dudu muduri*, stating different careers in music. Help learners play the game in an enjoyable way.

Exercise 22.1

- 1 Journalist
- 2 Develop sound requirements for recordings and performances, set up and maintain audio equipment as necessary, edit, mix, and master live and recorded audio.
- 3 Vocalist
- 4 To judge music performances.

Activity 22.2

- 1 **Fitness trainer** - Guide learners in arranging mats for stretching and exercising. Let one learner demonstrates stretches or exercises while others follow along.
- 2 **Art teacher** - Divide learners into heterogenous groups and provide art supplies like paper, crayons and markers. Let one learner takes the role of the art teacher, leading a creative drawing session where others can create their artwork.
- 3 **Musician** - Organise learners in groups and let learners use simple instruments like tambourines or shakers. One learner should act as a musician, performing a short song while others can create their artwork.
- 4 **Actor / Actress** - Guide learners in creating a small stage area with props. Help learners perform a short skit or play and act out different roles.

Activity 22.3

Guide learners in organising a fundraising music and dance show. Give learners enough time for practise. Help learners dance for other learners at school and charge a fee for the audience. Guide learners charge a reasonable fee. Help learners make some fliers to advertise to the community. Guide learners to advertise their fundraising on time.

Activity 22.4

Class shop

- ① **Brainstorm:** Let learners think of what sports and art equipment they can make as a class.
- ② **Design and create:** Guide learners use art supplies to design and make their equipment.
- ③ **Set up shop:** Let learners arrange their creations in the classroom like a shop and make a price tag for each item.
- ④ **Sell and trade:** Guide learners to invite other classes or parents to come to the shop. Learners can sell their equipment for tokens and then use the tokens to buy other creations.

Activity 22.5

Let learners choose one piece of sports equipment and one piece of arts equipment. Let them draw a picture of each and write a short description of how you would make it and why children would like to buy it.

- (a) **Sports equipment:** Learners should choose one equipment among the following, bean bags, skipping ropes, targets, obstacle coarse markers.
- (b) **Arts equipment:** Let learners choose one equipment among the following, colourful paintbrushes, homemade modelling cay, decorated art journals or unique stampers.

Activity 22.6

Guide learners create a pledge where they write down how they will show ethics and *Ubuntu/Unhu/Vumunhu* in Physical Education and Arts. Help learners read an example of a pledge:

I promise to:

- Play fairly in games.
- Respect my teammates and opponents.
- Help others when they need it.
- Share equipment and ideas.
- Use kind words and actions.
- Let learners decorate their pledges with drawings.

Unit revision exercise

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

- 9 C
- 10 B
- 11 Athlete, coach, Physical Education Teacher, Sports manager or fitness trainer.
- 12 Fine artist, musicians, dancer, actor / actress or graphic designer.
- 13 Guide learners organise a Physical Education fundraising event and help them perform for the audience.