

# **PHYSICAL EDUCATION AND SPORTS**

**Primary One**

**TEACHER'S GUIDE**

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## FOREWORD

Dear teacher,

Rwanda Basic Education Board is honored to present Primary One Physical Education and Sports teacher's guide. It serves as a guide to competence based curriculum to ensure consistency and unity in learning of Physical Education and Sports subject. The Rwandan educational philosophy is to ensure that learners achieve full potential at every level of education which will prepare to be well integrated in the society and take advantage of employment opportunities.

In the line with efforts to improve the quality of education, the government of Rwanda (Ministry of Education) emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate the learning process.

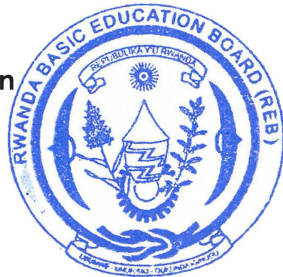
It is in this situation that we developed this teacher's guide which provides guidance to Physical Education and Sports teachers on how to lead and help students to perform different methods, sports and games as approved in syllabus. The teacher will then help students to connect what they have learnt with the real life situation and develop certain values and attitudes allowing them to make a difference not only to their own life but also to the nation.

The general objectives of Physical Education and Sports (PES) subject is: the overall development of the child, physically, socially, emotionally as well as healthily. Hence, the teaching of Physical Education and Sports subject is a learner-centered approach. In this guide you will find many activities and demonstrations that facilitate the performance of different methods, sports and games in which learners can develop skills, ideas, and make new discoveries during real activities carried out individually, with peers or in a team. Therefore, your role as a teacher is to plan the lesson ahead with needed materials and fully engage learners in all games and sports.

I wish to sincerely appreciate all people who contributed towards the revision and translation of this teacher’s guide, particularly REB staff who organized the whole process from its beginning. Special thanks go to the teachers who diligently worked to the successful completion of this book. Any comment or contribution is welcomed for the improvement of this textbook for the next edition.



**Dr. MBARUSHIMANA Nelson**  
Director General, REB

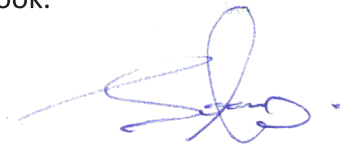


## **ACKNOWLEDGEMENT**

I wish to express my sincere appreciation to people who played a major role in the revision and translation of this Physical Education and Sports teacher's guide. It would not have been successful without active participation of different education stakeholders.

My thanks first go to the Rwanda Basic Education Board staff and teachers who were involved in the translation of this book from Kinyarwanda to English.

I owe thanks to different Organizations and Universities in Rwanda that have allowed us to work with their professionals in the translation of this book.



**Joan Murungi**  
Head of CTRLR Department

## **ABBREVIATION**

**CTRLD:** Curriculum Teaching and Learning Resource Department

**Fig:** Figure

**PES:** Physical Education and Sports

**RCA:** Reflect Connect and Apply

**REB:** Rwanda Basic Education Board

**UR:** University of Rwanda

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## **Part I: General introduction**

### **1.0 About the teacher's guide**

This book is a teacher's guide for Physical Education and Sports for Primary One. It is designed to help teachers in the implementation of competence based curriculum planned by Rwanda Education Board and started in 2015.

As the name says, it is a guide that teachers can refer to when preparing their lessons. Teachers may prefer to adopt provided activities/games/exercises and related guidance but they are also expected to be more creative and consider their specific classes' contexts and prepare accordingly.

### **1.1 The structure of the guide**

This section presents the overall structure of this guide, the unit and lesson structure to help teachers to understand the different sections of this guide and what they will find in each section.

#### **1.1.1 Overall structure**

The whole guide has three main parts as follows:

This part provides general guidance on how to develop the generic competences, integrate cross cutting issues, and cater for individual differences.

**Part I: General introduction for** learners with special needs education, active methods and techniques of teaching Physical Education and Sports and guidance on assessment

#### **Part II: Sample lesson plan**

This part provides a sample lesson plan, developed and designed to help the teacher develop his/her own lesson plan.

#### **Part III: Unit development**

This is the core part of the guide. Each unit is developed following the structure as seen in the subtitle structure of a unit.

#### **1.1.2 Structure of the unit**

Each unit is made of the following sections:

**a. Unit title: From the syllabus**

**b. Key unit competence: From the syllabus**

### **c. Requirements (knowledge, skills, attitude and values)**

This section indicates knowledge, skills and attitudes required for the success of the unit. The competence-based approach calls for links between units/topics within a subject and interconnections between different subjects. The teacher will find an indication of those basics and guidance on how to establish connections.

### **d. Cross cutting issues to be addressed**

This section suggests cross cutting issues that can be integrated depending on the unit content. It provides guidance on how to come up with the combination of the issue. Teachers are free to take another cross cutting issue considering the learning environment.

### **e. List of lessons**

This section presents in a table suggestion on the list of lessons, lesson objectives copied or adapted from the syllabus and duration for each lesson. Each lesson /subheading is then developed.

### **f. End of unit assessment**

This part provides guidance on how to conduct the end of unit assessment in a practical way. It suggests activities/ games as well as guidance on criteria to be considered such as:

- Cognitive skills (e.g.: level of concentration, memory, capacity of keenness, problem solving);
- Technical competences (e.g.: throwing skills, catching skills, dribbling skills, passing skills etc....);
- Strong emotional points such as self-confidence and feeling secure;
- Social competences such as cooperation and unity;
- Attitudes and values: e.g.: optimism, confidence, respect and impartiality.

### **g. Additional exercises/games**

- This section provides additional games/exercises for the teacher to have a wide range of activities/games related to this unit.
- Revised and helpful exercises/games for learners with special needs education and for learners who need more time and exercises to achieve a certain level of performance
- Extended activities: for quick learners.

### 1.1.3 Structure of each lesson

Each lesson/sub-heading is made of the following sections:

#### a. Lesson title 1:

#### b. Requirements (knowledge, skills, attitude and values)

The teacher will find an indication of those requirements and guidance on how to establish connections between units/topics within a subject and interconnections between different subjects.

#### c. Teaching resources

This section suggests the teaching aids or other resources needed in line with the activities to achieve the learning objectives. Teachers are encouraged to replace the suggested teaching aids with the available ones in their respective schools and based on learning environment.

#### d. Introduction

This section provides a clear instruction to the teacher on how to start the lesson.

#### e. Lesson body

This section provides practical aspects on how the main topic should be taught. It provides steps to follow and how a teacher conducts the lesson.

#### f. Assessment

This section provides the opportunities of assessing learners by using **R-C-A** (Reflect, Connect and Apply). At this level, through the R-C-A discussions the teacher allows learners to do their self-evaluation and provide the feedback from the learnt lesson. It helps to reflect on the game/play/skill learned, to connect what they have learnt to life experience and lesson content and to apply acquired skill to another situation.

## 1.2 Importance of Physical Education and Sports subject

Physical Education and Sport enables learner overall development:

- **Physically:** PES subject helps in biological growth (muscle development, widening of chest cavity, better aeration, coordination and speed). It also helps to prevent and correct the morphological and defects.

- **Intellectually:** The learner acquires knowledge and ability of concentration: he/ she observes recalls, performs experiments, uses strategies, changes and makes decisions.
- **Emotionally:** the learner is deeply involved: he/she discovers his/ her own potentials; develops self-confidence, gets interests and happiness.
- **Socially:** the learner makes friends through playing and develops attitude and competences of communicating, cooperating and building positive relations with others.

Games and sports provide learners with an excellent context of learning on how to develop and protect their health and welfare. Through the game, a learner discovers that he/she has to take care of him/her and others.

Physical Education and Sports is a powerful way of building personality because it promotes self-confidence and competition skills. It develops knowledge and self-monitoring, respect of the law, will, attention, courage, and communication with others. This subject enables early discovery and improvement of sports talents for young learners. When games are carefully planned taking into account learners' age, they enable learners to acquire practical skills such as respect, honesty, understanding, communication, empathy, problem solving, understanding rules of foundation and the way of obeying them.

Success in play and sports activities is a source of self-confidence which contributes to the improvement of performance in other subjects even for learners with low academic performance.

Games contribute to join psychological gaps which usually exist between learners and teachers: when teachers regularly play with their learners, the mood becomes much more pleasant and learners become more open.

Recreational activities provide learners with a real relaxation after hours of intensive concentration.

### **1.3 Principles of teaching Physical Education and Sports**

- **Holistic principle**

Well-planned game and sport programs must contribute to learner's overall development: physically, mentally and socio-affective development.

- **Principle of adaptation to the age and to the stage of learner development**

Age of learners must be taken into consideration while making choice of recreational and sport activities. Note that success in games creates a source of motivation for children. Those who do not succeed can be frustrated and lose self-confidence. For more motivation, it is necessary to propose new tasks and new activities because if games are too easy, children will be less interested.

- **Principle of inclusion (integration of all children)**

Every learner must take advantages from their participation in games and sport programs without a difference of performance, sex, etc. All forms of discrimination must be avoided. A particular attention has to be paid to children with disabilities; either physical or mental: those children have a right to games and sports, be it in a special or ordinary school.

- **Principle of physical and emotional security**

Recreational activities have some risks. Teachers/educators have to implement strategies to protect children, for example by watching over their physical and emotional security.

- **Principle of interdisciplinary**

The PES course is certainly linked to other disciplines. As it was underlined in the previous point (Importance of teaching Physical Education and Sports), this course provides relaxation, increases self-confidence, builds up concentration, etc., like other necessary elements needed for school success in general. Moreover, teachers regularly resort to games to introduce a course, awake a dormant class or to strengthen knowledge acquired from other subjects (languages, sciences, mathematics...).

- **Principle of participation and fair-play**

All children, even those less performing, must participate in games and not watching. The bottom-line in educational program and sport is to participate, not to win.

## **1.4 Methodological guidance of teaching Physical Education and Sports**

### **1.4.1 Developing Competence**

Since 2015 Rwanda shifted from a knowledge based to a competency-based curriculum for pre-primary, primary and general secondary education. This called for changing the way of learning by shifting from teacher-centered to a learner-centered approach.

Teachers are not only responsible for knowledge transfer but also for raising learner's learning achievement, and creating a safe and supportive learning environment. It implies also that a learner has to demonstrate what he/she is able to do by using the knowledge, skills, values and attitude acquired in a new or different or given situation.

The competence-based curriculum uses an approach of teaching and learning based on discrete skills rather than dwelling on only knowledge or the cognitive domain of learning.

It focuses on what learners can do rather than what they know. Learners develop basic competences through specific subject unit competences with specific learning objectives broken down into knowledge, skills and attitudes. These competences are developed through learning activities spread in learner-centered rather than the traditional moral approach. The student is evaluated against set standards to achieve before moving on.

In addition to specific subject competences, learners also develop generic competences which are transferable throughout a range of learning areas and situations in life.

#### **1.4.2 Addressing cross cutting issues**

Among the changes in the competence based curriculum is the addition of cross

-cutting issues as an basic part of the teaching learning process-as they relate to and must be considered within all subjects to be appropriately addressed. The eight cross cutting issues identified in the national curriculum framework are: genocide studies, environment and sustainability, gender, Comprehensive Sexuality Education (CSE), Peace and Values Education, Financial Education, Standardization Culture and Inclusive Education.

Some cross cutting issues may seem specific to particular learning areas or subjects but the teacher need to address all of them whenever an opportunity arises. In addition, learners should always be given an opportunity during the learning process to address these cross cutting issues both within and out of the classroom so as to progressively develop related attitudes and values.

**Below are examples on how crosscutting issues can be addressed in PES:**

Crosscutting issues	Examples on how to integrate the cross-cutting issue
Inclusive education	Learners with special needs education should participate in exercises and games. A teacher should modify exercises/games to allow a learner with disabilities to participate actively.
Gender equality	All learners, boys or girls must feel free while performing exercises or playing a game. Girls should not be neglected, their contributions in sports activities must be considered.
Peace and values	In teaching-learning process the teacher must encourage tolerance, patience, cooperation, teamwork spirit, joint help, and respect of opinions of colleagues, obeisance of rules and creation of a more peaceful game situation.
Standardization culture	In teaching-learning process the learners must use standardized materials in prevention of injuries and accidents. The teacher also must help learners to know how to choose and use safe sports clothing for their health (e.g.: safe sports shoes), safe physical exercises (avoid bad body postures and forbidden body exercises, adapted physical activities).
Environmental sustainability	The teacher explains to the learners the importance of a safe and clean environment for safe physical sports activities. Learners should avoid throwing away used materials before, during and after exercises.
Financial Education	It is better to use locally made sports materials with low cost. Learners are able to find themselves local grown solutions as regards to sports equipment and sports materials when there is a shortage.
Comprehensive sexuality education	A teacher provides physical activities and sets instructions that prevent sexual harassment, any kind of gender-based violence like sexual abuse and physical contacts oriented to the sexuality intention in Physical Education and Sports activities.



Genocide studies	While conducting Physical Education and Sports activities a teacher should take time to explain to learners how sports should be used to fight against Genocide ideology and how to prevent it. E.g.: Organizing Genocide memorial tournaments at school and giving the message related to the Genocide.
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### 1.4.3 Attention to learners with special needs education

Learners or people with disabilities do not have equal chances in families. In Physical Education and Sports activities/exercises/games, sometimes those learners are not considered. They are considered as spectators instead of participating with others in sports activities. Currently we are convinced that games and sports are very beneficial to people with physical, mental, emotional and psychological disabilities.

#### What attitude to implement?

To promote the integration of learners with disabilities during recreational activities, the following tips may help teachers / educators in the training of the learners:

- Adopt an approach of sports and game which is based on skills, and focus on what learners are capable of doing. In this respect, you can introduce small changes in games and activities for learners with disabilities.
- Be relaxed and natural when you are with people with disabilities. Do not treat them as if they need your pity or your charity. Do not think they necessarily need help. Let them do and say things themselves.
- Avoid keeping learners living with disabilities out of the game: in a regular class, let them participate in other's games. However, avoid being too demanding about the level of their performance.

#### What can we modify?

Within the framework of integration of learners in games, according to the nature and the gravity of impairment, learners can, in some cases, participate in games designed for all learners. In other cases, the teacher or educator should think about changes he/she can make to meet the special needs of learners he/she has in the group. He/ she should also think about adaptation of the game, the playground, equipment and duration of the game.

Below are some examples of adaptations to initiate:

## **Adapt roles and rules**

Make the game easier or harder by changing some rules.

- Let learners play different roles and in different positions.
- Allow players to play in different positions, for example, sitting instead of standing.
- Simplify expectations of the game.
- Simplify instructions.

## **Adapt the playground**

- Change the size of the playground. Enlarge or reduce the playground.
- Change the distance: for example, put a target closer.
- Change the height of a target.
- Allow more or less space between players.
- Let learners move from different spaces.

## **Adapt the playground**

- Change the size of the playground. Enlarge or reduce the playground.
- Change the distance: for example, put a target closer.
- Change the height of a target.
- Allow more or less space between players.
- Let learners move from different spaces.

## **Adapt the materials**

- Reduce the size or weight of materials.
- Choose balls of various textures, bright colors or balls which make noise.
- Adapt the duration of the activity
- Reduce or extend the time allocated to the activity.

## **Modification of players' role and rules of the game:**

- Modify rules to simplify the game (complex game).
- Change players' roles and posts.
- Let learners play in different playing positions. E.g.: while standing, squatting, couching, lying down.
- Simplify expectations from results.
- Simplify game instructions.

### **Adjust dimensions of the playground/court:**

- Increase or decrease the size the playground.
- Adjust the distance limiting the playing area. E.g.: put the object ahead.
- Change the size of the object.
- Put small or big space among players.
- Let learners walk around the playground.

### **Modify materials:**

- Reduce the size or weight of materials.
- Select balls made in different materials and with various colors, or which may produce sound.

### **Modify duration of the activity:**

- Reduce or extend time allocated to the activity.

### **Aspects to consider when you want to modify an activity**

- Does the modification affect negatively the activity? This should not be the case.
- Does the modification correspond to the ability and duration of learner-teacher’s awareness?
- Will the learners with disability be able to play with others?
- Is the activity relative to the age of learners?
- Does the activity respond to the needs of all learners?

### **Strategies to help learners with physical disabilities**

The following is a table that shows strategies to adopt in order to facilitate learners with disabilities

<b>Disability</b>	<b>Possible strategies to adopt</b>
Visual disabilities	<ul style="list-style-type: none"><li>• A learner works with another learner who may help him/her.</li><li>• Use colors which are visible.</li><li>• Reduce speed of the ball.</li><li>• Simplify requirements for a game.</li><li>• Use a sound for a successful action. E.g.: A partner of the learner with disability may clap hands when the ball enters into the basket.</li></ul>
Hearing disabilities or communication difficulties	<ul style="list-style-type: none"><li>• Explain your gestures and signs.</li><li>• Let a learner work with his/her partner.</li><li>• Use simple gestures/signs.</li></ul>

Physical disabilities or mobility difficulties	<ul style="list-style-type: none"> <li>• Let a learner play with others.</li> <li>• Adapt the pace of the activity to the learner’s ability.</li> <li>• Adopt activities so that learners, who use wheelchairs, may use other mobility aids and those who have difficulty in moving can participate.</li> <li>• Reduce the size of the playground.</li> </ul>
Mental disabilities	<ul style="list-style-type: none"> <li>• A teacher gives/explains the meaning of signs/gestures used in playing the game/exercise.</li> <li>• Give the time of observation and comprehension before playing the game/exercise.</li> <li>• Simplify the game.</li> </ul>

### **Strategies to motivate girls to participate in Physical Education and Sports lesson**

- Encourage girls to play and take responsibilities in a team.
- Give equal time and materials to both girls and boys.
- If needed give particular exercises to girls.
- Respect girls’ views/opinions.
- Avoid using expressions which discourage girls to participate in sports activities or underestimate them.
- Appreciate girls who have well participated in sports.
- Sensitize parents to support girls while performing sports activities.

### **1.4.4 Guidance on assessment of Physical Education and Sports**

#### **When assessment should be done?**

Assessment may be done before starting the new lesson for assessing basic knowledge of learners. It is called diagnostic assessment. This assessment enable teacher to detect learners with required knowledge and skills and those who have difficulties in learning process. Assessment should be done when the lesson is being delivered to assess the improvement of learners while performing different games and exercises. This is called formative assessment.

## **What to assess?**

A teacher should assess how learners are developing their knowledge, skills, values and attitudes. In general when a teacher is assessing learners he/she should assess their holistic development based on different principles.

Various competences should be assessed:

- Cognitive skills (e.g.: level of concentration, memory, capacity of anticipation, problem solving).
- Technical competences (e.g. throwing skills, catching skills, dribbling skills, passing skills etc....).
- Strong emotion points such as self-confidence and feeling secure.
- Social competences such as cooperation and unity.
- Attitudes and values: e.g.: optimism, confidence, respect and fairness.
- Particularly a teacher assesses how learners have achieved objectives through performing exercises and games.

Other competences should be assessed based on the following questions:

- Are learners developing competences while performing games/exercises?
- Are learners able to understand all content which have been discussed on?
- Are learners able to match what they have learnt with their daily life situation?

Observation and understanding of learners help a teacher to check out whether learners have understood very well what they have studied.

Assessment provides feedback to the school and parents.

## **1.4.5 Planning and delivering Physical Education and Sports lesson**

- **Lesson planning of PES**

### **Why is it important to plan PES lesson?**

Planning PES very well helps a teacher to:

- Indicate good quality of content to be taught: a teacher should think about the ages of learners, structure and organization of the game based on learners' needs and steps of teaching Physical Education and Sports.

- Choose a good teaching method, planning on time teaching resources and field based on planned activities.
- Take strategies of preventing all bad behaviors which may result during deliverance of the lesson and then search how to simplify the lesson so that all learners may participate in it.
- Possess self-confidence because he/she knows what to do in order to achieve set objectives.

## **Main steps of Physical Education and Sports lesson**

Physical Education and Sports lesson consists of the following steps:

### **a. Introduction (readiness)**

- In this section, a teacher checks up: health condition of learners (if there are some who are sick), their smartness, materials and playground to use. At the end of this section learners must be to go to the playground where the lesson will be delivered.
- When a teacher is going to teach a game lesson, he/she introduces the lesson with opening discussions that focus on the basic game, and enable learners start the lesson with curiosity and participate actively in the new lesson. A teacher introduces the title of the game before starting the next step.

### **b. Warm up**

Warm up exercises are performed before performing any other sports activities. Warm ups play a great role in activating different body parts such as circulatory system, respiratory system, muscular system and joints.

Warm up exercises should insist of body parts which will be involved more in performing different exercises in the lesson. When those exercises are performed well it helps in reducing body injuries and accidents. Warm up exercises are followed by stretching exercises. In unit 2 there are proposed exercises to use during warm up and stretching.

### **Warm up consists of three components:**

- **Cardiovascular activity:** This activity arises temperature, speeds the heart beat and respiration movements. There is, for example jogging, in-place skipping and walking while raising the feet higher.
- **Joints mobilization activity:** It is a motion that unlocks joints which will be strongly needed during physical activities.
- **Stretching exercise activity:** It enhances the circulation of blood towards muscles. It unlocks and warm up muscles.

Warm up exercises must:

- **Precede every physical activity:** Always take time to warm up yourselves;
- **Be progressive:** Start slowly and easily. Accelerate rapidly and intensity progressively;
- **Be concentrated:** on muscles and motions needed in the following activity. If the planned activity is a relay race, concentrate on legs;
- **Be entertaining:** Perform various warm up exercises. Use games mostly instead of standard exercises. Make warm up exercises a game or tell a story while doing exercises. You will see children reacting with much more liveliness.

### **Lesson body**

It is the main part that consists of the lesson because it is the part in which learners perform exercises/games as planned in the lesson. This part takes more than half of the time reserved for the whole lesson. For the game lesson, a teacher explains the rules of the game, demonstrates how to play the game and gives learners time for practice. In this part, stretching exercises are performed: slow walking exercises that relax the body and return the body into the normal state.

### **Assessment (*Closing/final discussions*)**

Assessment in PES lesson is done when learners are performing exercises/activities/games. At this level, through the **R-C-A** discussions the teacher allows learners to do their self-evaluation and provide the feedback from the learnt lesson.

**Reflect-Connect-Apply** is a teaching and learning strategy that leads learners through a 3-step discussion about their experience:

- **Reflect:** Ask questions which help learners to reflect on the game/play/skill learnt. The teacher asks questions about their experience and feelings during the game/exercise/activity. **Experiential Learning Cycle (David A. Kolb, 1984 – Experiential Learning Theory).**

### **Storing/Keeping materials**

Learners in charge of keeping materials collect materials and then give them to the teacher.

## 1.4.6 Advice related to teaching Physical Education and Sports

### Before starting the lesson:

- Arrive in advance where the lesson will be taught.
- Prepare all materials needed to be used in the lesson, and prepare the court based on needed materials in game/exercises.
- Choose the outlook based on the game: scatter line, many lines, on the circle, on half circle, etc.
- Give care to the learners while teaching; do all possible to teach the lesson in a favorable environment.

### When a lesson starts:

- Start on time, even though all learners are not present.
- Encourage learners to have courage in the work.

### When the lesson is being delivered:

- **Leading a team**
- Use materials which help learners to alert/tell learners to know the time for starting, stopping, keep going on. E.g.: whistle, rising the hand, etc.
- It is not necessary that all learners play at the same time in one game. Learners may play different games. In that time learners are trained to collect materials after each game.
- **Giving clear instructions:**

Give instructions with loud voice to be heard by all learners.

- Instructions must be brief, concise, clear and rhythmic.
- Demonstrate examples to learners. When a teacher is not able to demonstrate he/she may use an able learner.
- Repeat instructions or demonstrate repeatedly exercise/game in order to be understood.
- **Helping learners to develop their competence**
- Have confidence of learners' competence: Promote and appreciate what learners are performing better in group and individually.
- Give time learners to learn new things by starting from simple to complex.
- Give time learners to observe their teammates who are more skilled than them and imitate their performance.
- Help learners to have confidence in themselves: give time a learner to learn new skills and rules of the game.



- **Corrections**

Objectives of those corrections are to improve the level of learners. Mistakes are corrected first by general remarks, then individually. During individual corrections, it is important to avoid leaving learners in exhausting or inactive positions. If after corrections, learners are still not able to execute correctly given exercises, there should be a stop and resolve or look for educative exercises before starting another one.

**At the end of the lesson:**

Give learners enough time to express themselves by explaining what they have performed or learned.

### **1.4.7 Teaching materials and infrastructure**

- **Field/playgrounds**

Inefficiency of teaching materials is the biggest challenge which impend the implementation of Physical Education and Sports curriculum.

Physical Education and Sports lesson should be delivered on simple courts/playgrounds which should be created by the school, and then those playgrounds may be used in teaching and training of learners various games. Sometimes a rectangular playground should be used: in performing games in teams, sprinting, and long distance running on the track and jumping.

For schools with insufficiency playgrounds, learners may play games which do not require a big court. For schools with financial capacity may construct one playground in which different sports should be performed on it and at the same time hosting athletics events.

This court should have the following features:

- Football court;
- Handball court;
- 4 volleyball courts;
- Area for long jump;
- Area for high jump;
- Athletic track(for speed race, long distance race and relay race) ;
- Area for throwing events (Discs, Javelin and Shot put).

Currently, one court can serve a lot of modern sports: athletics and traditional games/sports. Two schools may share the same playground. While one is playing volleyball the other can be performing athletics.

- **Teaching resources**

### **Examples of teaching resources**

- **Balls made with banana leaves** (15cm of diameter): used in football game, volleyball game, gymnastics and athletics;
- **Ropes for jumping** (3m of length): used for showing lines, in gymnastics, to separate 2 teams, for high jump, long jump;
- **Sticks (1m of length and 3cm of width)**: sticks are used in gymnastics, posts for high jump;
- **Wood made javelin** (2.20m of length and 3cm of width): used in throwing javelin, posts to support ropes used as a net in volleyball game or as obstacles;
- Small stones (*intosho*), other stones weighing 2kg;
- “*Urugarika*” stones that have a circular shape or oval shape (with 20 cm of diameter): used for throwing discs;
- Elastic bands (at least 40cm length) used in high jump;
- Drum;
- Balls used in a football game;
- Balls used in volleyball and handball game.

### **Management of sports materials**

#### **Sources of sports materials and equipment**

Materials listed above are got from different sources: some materials are made by learners themselves, others are purchased by the school, others are gifts from donors.

#### **Advice for better management of sports materials:**

- **Before the lesson:**
  - Collect all needed materials;
  - Check up all materials;
  - Make a list of only needed materials;
  - Check whether balls are pumped. Not pumped balls are usually damaged.
- **During the lesson:**
  - Always locate materials for better management;

- Demonstrate learners how to use materials properly;
- Focus on how a new learner is using materials in the game;
- Encourage learners to use materials properly. Appoint learners responsible to carry and collect materials;
- Train them to collect materials after the lesson;
- Count materials to ensure that none has been lost.

***After the lesson:***

- Store and arrange well the materials;
- Store materials where there is security;
- Repair materials in case they have been damaged.

**What can you do in case you can't find needed Sports materials?**

When teaching resources in Physical Education and Sports are not found, you can do the following:

- Find out other material to use or if possible make it yourself;
- Select the game which uses do not need materials missed but do not change the objectives;
- Be innovative and creative.

### Part III: Sample lesson plan

School's name... ..

Teacher's name: .....

Term	Date	Subject	Class	Unit	Lesson	Period	Number of learners
1	28/03/2018	Physical Education and Sports	P1	Two	4 of 5	40min	54

#### Number of learners with special needs:

Three street kids.

One learner who use a wheelchair to move.

<b>Key unit competence</b>	Perform marching exercises along straight lines.
<b>Title of the Lesson</b>	Exercises which develop living well with others.
<b>Instructional objective</b>	By using playground ,whistle, and colored piece of clothes, learners will be able to do exercises that develop living well with others, between them they run by catching their fellows by following instructions from the teacher and they must not be discomforted to others on the court.
<b>Plan for this Class (location: in / outside)</b>	The lesson is delivered in safety playground, learners must stand on straight parallel lines and the learner with physical disability will be given the exercises related to his disability.
<b>Teaching resources</b>	Playground, colored piece of clothes, whistles and balls.
<b>References</b>	REB, Physical Education and Sports teacher's guide primary 1, Teacher's Book.

Timing for each step	Description of teaching and learning activity		Competences and cross cutting issues to be addressed
	Teacher's activities	Learner's activities	
<p><b>Introduction (8 minutes)</b> <b>Opening discussion (3minutes)</b></p> <p>Warm-up and stretching exercises 5 minutes</p>	<p>Let learners go on the assembly and check their attendance.</p> <p>Ask learners the following questions:</p> <ul style="list-style-type: none"> <li>• What is the importance of living well with others in a team?</li> <li>• What are the roles of working together?</li> <li>• What can you do to live well with others at home?</li> </ul> <p>Tells learners that it is the time for warm up by playing a game called "Orange and guava"</p> <ul style="list-style-type: none"> <li>• Ask learners to stand two by two, one becomes orange another guava</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to teacher's questions</li> <li>• For learners and others in team, it is good because it helps to work together and their relationship grows.</li> <li>• You can do house activities ,respect and listen to your siblings</li> <li>• Learners stand two by two ,one becomes Orange another Guava</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Gender:</b> when responding questions, the teacher observes if boys and girls participate at the same level.</li> <li>• <b>Inclusive education:</b> The learner who walks in a wheelchair will participate in sharing ideas and playing with others.</li> <li>• <b>Communication:</b> Share ideas in the languages used in the country and answer questions using the allowed language.</li> <li>• <b>Cooperation:</b> learners share ideas two by two.</li> </ul>

	<p>Teacher gives instructions</p> <ul style="list-style-type: none"> <li>• When I call “Orange” all oranges in each team run.</li> <li>• When I call “guava” all guavas in each team run to chase oranges.</li> <li>• When oranges run for chasing the Guava, they must count up to 10 before they chase them again.</li> </ul> <p><b>Observe whether learners are doing the following:</b></p> <ul style="list-style-type: none"> <li>• Are orange chasing Guava when you say “Orange”?</li> <li>• Are learners participating well in the game?</li> </ul>	<ul style="list-style-type: none"> <li>• Learners play by following the teacher’s instruction as follow:</li> </ul>	
<p><b>Lesson body</b></p>	<ul style="list-style-type: none"> <li>• Tell 1 or 3 learners to play as hunters.</li> <li>• Make groups of 3 learners.</li> <li>• Ask each group to stand on a line.</li> <li>• Explain and demonstrate:</li> <li>• Each group on the line plays the role of Bear.</li> </ul>	<ul style="list-style-type: none"> <li>• 1 or 3 learners play in the place of a hunter.</li> <li>• Three learners make a group.</li> <li>• Groups of three learners stand on the line.</li> </ul>	<p><b>Cooperation:</b> when learners play three by three they must help each other.</p> <p><b>Communication:</b> Learners communicate when playing and talking to each other on how to protect the tail.</p>

	<ul style="list-style-type: none"> <li>• Each learner has a role of a bear's part according to the position he is occupying: the one in front is the head, between is the main body and the last one is the tail.</li> <li>• Every time all learners must hold in the waist of the person in front.</li> <li>• Learners that play the role of the bear must work in a team to stay a way of the Horse.</li> <li>• The learners who walk on the horses try to catch the tail of bear.</li> <li>• Encourage the bear to separate, when it separates, its head becomes a tail.</li> <li>• When the learner who plays as a hunter catches the bear, the head become the tail while he becomes the head of the bear.</li> <li>• The teacher is the one who makes a decision of when the game to end.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner at the front plays in the place of the head; learner in between, in the position of the main body and the one behind in the place of the tail.</li> <li>• All three players on the line hold each other on the waist, they don't leave each other.</li> <li>• Learners play together to protect the bear's tail from the hunter.</li> <li>• Learners that make bear's parts stay together as they are in the lines of three, they protect the tail.</li> </ul>	<p><b>Problem solving:</b> when learners play in their group they resolve the problem together, they search for strategies of how to protect the tail from being caught by the hunter.</p> <p><b>Gender:</b> when learners play, girls and boys play together without any discrimination.</p> <p><b>Inclusive education:</b> The learner in the wheelchair plays together with others; he/she passes the ball up and on the side.</p> <p><b>Cooperation:</b> When learners pick fruits they stretch their muscles</p> <p><b>Communication:</b> When learners play, they discuss with each other on how to pick the fruits.</p>
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	<p><b>Observe :</b></p> <ul style="list-style-type: none"> <li>• If the learners who play in the place of the bear never leave each other.</li> <li>• If it is easy when running without leaving one another.</li> <li>• Divide learners into teams of 6-8 players</li> <li>• Give a ball to each learner who is in front</li> <li>• Explain and demonstrate.</li> <li>• When the game starts the person in front passes the ball over his head and gives it to the person behind him, this one also passes the ball to the next one through between legs and passes it to the person behind who passes it over his head. They do like that until the ball reaches the last person.</li> </ul>	<ul style="list-style-type: none"> <li>• The learner who plays as a hunter when he/she catches the one who plays in the place of the tail of the bear, the head becomes the tail.</li> <li>• The hunter becomes the head and the tail that has been caught becomes the hunter.</li> <li>• Learners that play in the place of bear don't leave each other.</li> <li>• Learners divide themselves into teams of 6 or 8.</li> <li>• Ask a learner in front to get the ball.</li> <li>• Learners in front start passing the ball over their head.</li> <li>• The next learner passes the ball under between his legs.</li> </ul>	
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<p><b>Cool down and stretching:</b></p> <p><b>Picking Fruits (3 minutes)</b></p>	<ul style="list-style-type: none"> <li>• The last one on the line runs in front to start the game again, it continues like that until the person who starts in front reaches behind the line.</li> <li>• The learner, who lost the ball, picks it and starts again.</li> <li>• The game ends when the teacher wants it.</li> <li>• In order to prevent collision, learners leave space between them.</li> <li>• Ask learners to go to the circle.</li> <li>• Ask learners to raise their arms as if they are picking guava from the tree.</li> <li>• Ask learners to put the picked guava into the basket which is down, behind, in front ,left and right</li> <li>• Ask learners to repeat it for the second time.</li> </ul>	<ul style="list-style-type: none"> <li>• The third one passes it over his head, the fourth passes it under between legs; they do like that until the last person.</li> <li>• The last learner catches the ball and runs in front to start the game again.</li> <li>• On the circle, learners raise their arms, as if they are picking fruits from the tree; they stretch their arms very high.</li> <li>• Learners put guava in the bucket which is in front of them, behind them, left and right.</li> </ul>	
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<p><b>Assessment</b></p> <p><b>Closing discussion (5minutes)</b></p>	<ul style="list-style-type: none"> <li>• How did you feel when you played as a bear?</li> <li>• What strategies have you used to protect your tail from being caught?</li> <li>• In the up and down game (second game) how did the winner manage to win?</li> </ul>	<ul style="list-style-type: none"> <li>• Learners express their feelings after playing the game.</li> <li>• In order to protect the tail we worked in teams.</li> <li>• In order to win, we shared ideas and put our energy together, we also helped each other</li> </ul>	<p><b>Communication:</b></p> <p>Learners answer questions asked by the teacher.</p>
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# UNIT 1: MOTOR CONTROL

# 1

## 1.1 Key unit competence:

Perform a range of aerobic warm up exercises, stretch the body and develop basic techniques in gymnastics.

## 1.2 Prerequisite (Knowledge, skills values and attitudes)

Learners of Primary One will be able to perform well motor control exercises if they are able to do basic gymnastic exercises and explain their importance.

## 1.3 Cross cutting issues

**Gender equality:** Both boys and girls play together. No activity is reserved for only girls or boys.

- Peace values: While learners are playing they develop teamwork spirit, joint help, tolerance and friendship.
- Inclusive education: Learners with disabilities participate together with others in Physical Education and Sports activities suitable for their abilities.
- Environmental sustainability: The teacher requests learners to keep safe the field/playground they use in sports activities.

## 1.4 List of lessons

	Lessons	Learning objectives	Number of lessons
1	Warm up exercises and stretching/cool down exercises.	Perform warm up exercises with self-confidence and perform stretching and cool down exercises with self-esteem.	1
2	Balance exercises and games	Balance exercises and games.	1
3	End of unit assessment	Observe the ability of learners while performing physical exercises.	1

## **Lesson 1: Warm up exercises and games**

### **a. Prerequisite**

Learners of Primary one will learn better warm up exercises if they have the ability of performing basics physical exercises.

### **b. Teaching resources**

Useful teaching resources are playground/ field, gym, whistle, images, balls, a log, piece of wood, sticks, another object to use easily etc.

### **c. Introduction**

#### **Opening discussions**

Learners on a semi-circle, the teacher explains them the importance of doing warm up exercises. Checkups sports uniform and requests learners to remove out forbidden objects.

#### **Warm up exercises**

Use warm up exercises/games found at the end of this unit one.

### **d. Lesson body**

**Title of game 1:** On land, in water (kunkombe, mu mazi)

#### **Summary of the game:**

The game is intended to warm up the whole body. Learners jump on land or in water by respecting the given instructions.

#### **Organization and rules of the game:**

1. Checking the field/playground;
2. Drawing a line on the ground using a piece of chalk or cord;
3. Request learners to stand behind the drawn line;
4. Give instructions to the learners and show them how to perform the exercise;
5. Some learners on the land;
6. Others in water;
7. Learners go or remain “on land” or “in water” based on the given instructions;
8. Start with two instructions then from one to another until learners perform better exercises with self-confidence;

9. Observe how learners are performing warm up exercises by respecting instructions given.

### **Variation of the game**

- Restructuring of game instructions based on learner's ability.



*Fig1.1: Learners playing on land, in water game*

### **Title of game 2: Hot and cold (Ubukonjen'ubushyuhe)**

#### **Summary of the game**

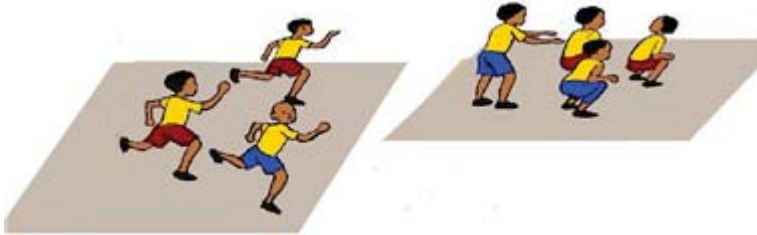
In this game, learners individually will be free away from their teammates.

#### **Organization and rules of the game**

1. Make two teams with equal team members, one team called cold (ubukonje) and another team called hot (ubushyuhe);
2. Each team must stand on its part;
3. When a teacher gives a sign to them, players of cold team chase players of hot team;
4. When a player in a hot team is touched he/she becomes cold and squats down;
5. Players in the hot team may change their teammates who are in the cold situation into hot situation by touching them then they continue to play;
6. A player who runs outside the court is excluded from the game;
7. The game has 3 minutes. The team loses the game when there are many players who have become cold;
8. Players change their names and continue the game. Check whether players are warming their body by running, and following instructions with self-confidence.

## Variation of the game

- Players may run by changing their direction.



*Fig1.2: Learners playing Hot and cold game*

## Cooling down exercise

Use stretching and cooling down exercises or games which are found at the end of this unit one.

### e. Assessment

#### Final discussions

##### Reflect

- How did you feel when you were touched during the game?
- How did you feel when you jumped on the wrong side?
- Which strategies may help your teammate to follow given instructions?

##### Connect

- Is there any time in which you ran away being chased by someone?
- Which strategies have you used?

##### Apply

- What are the benefits of doing running exercises?
- What are the benefits of performing jumping exercises?

## Lesson 2: Stretching/cool down and balance exercises and games

### a. Prerequisite

Learners of P1 will be able to perform stretching/cooling down and balance exercises if they possess the ability of doing gymnastic exercises and explain its importance.

### b. Teaching resources

Playground/field, gym, whistle, images, balls, a log, piece of wood, sticks, another object to use easily, etc....

### **c. Introduction/revision**

#### **Opening discussions**

The teacher discusses with learners the importance of performing stretching/cooling down and balance exercises and games. Use warm up exercises which are found at the end of unit one.

### **d. Lesson body**

#### **Title of game 3: Farm**

#### **Summary of the game**

It is the game in which learners use names of animals. Blind folded learners should search for learners who have the names of animals and take their arms.

#### **Organization and rules of the game**

1. Let learners take place on the court;
2. Choose three animals;
3. Name each learner the name of an animal;
4. Give instructions and demonstrate how the game is to be played:
  - Learners should keep secretly the name of the animal given to them;
  - Tell learners to blind fold their eyes;
  - Tell learners to walk carefully around the court with those blind folded and ask them to imitate the sound of the animal of which they took its name;
  - Learners should eavesdrop (kumviriza) the sound of animals in order to detect the animals' name and take their arm;
  - Only sounds of animals should be heard.

#### **Points to consider while playing the game:**

- Check whether learners are playing the game safely without disturbing blind folded learners;
- Request learners to play carefully without hurting each other;
- Check whether learners are able to use the animal's name which they possess as their name.

#### **Title of game 4: Leg hook**

#### **Summary of the game**

On two parallel lines, learners who are at the front of the line walk by using one leg while the other is held at the back. Learners compete by



speeding up towards the finishing line. On arriving at the finishing line (point) they change the leg and go backward to the starting line. Each learner after returning to the start shakes hands with the one at front of the line and then also heads to the finish line. The one who finishes goes behind others.

### Organization and rules of the game

1. Form teams with equal team members;
2. Let learners take position on parallel lines;
3. Draw or put a mark at the finishing point (lines);
4. Request learners who are at the front to be positioned at the starting line;
5. On the first command (sign) of the teacher, each player at the front stands on one leg and holds another at the back;
6. Observe whether learners are jumping on one leg with balance.



*Fig1.3: Learners playing Leg hook game*

### Points to consider:

Learners are running on one leg towards the given mark.

### Variations

- Learners run on one leg but by jumping obstacles like ropes, sticks laid down.

### Cooling down exercises

Use stretching and cooling down exercises/games which are found at the end of this unit one.

## **e. Assessment**

### **Closing discussions**

#### **Reflect**

- How did you feel when you were touched during the game?
- Which ways did you use in order to touch your teammate?
- How did you feel after stretching your different body parts?

#### **Connect**

- Is there any time in which you ran away or been chased by someone? Which strategies have you used?

#### **Apply**

- What are the benefits of doing warm up exercises?

### **1.5. End of unit assessment**

While assessing the learner's competence, a teacher uses the following game:

#### **Title of the game: The boundary (Urubibi)**

#### **Summary of the game**

Learners on parallel lines facing one another, each learner tries to pull over the given line his/her opponent.

#### **Organization and rules of the game**

Divide learners into teams with equal number and strength.

1. Teams face one another;
2. Draw a line in between two teams to show the limit;
3. When the teacher gives assign or command, each player holds his/her opposite partner. At the next sign or command the learner tries to pull the partner with purpose of stepping over the limit;
4. Teammates may support their player who is being pulled (in waist, arm or leg) to prevent him/her from being pulled over the limit;
5. When a player's foot crosses the limit, this one becomes a prisoner of the opposite team; he/she should join the opponent's team;
6. During the game, the teacher observes how a learner is applying knowledge, skills, attitudes and values related to warm up, stretching and balance to avoid being pulled by the opposing / opponent player;
7. At the end of a fixed period of time, the teacher stops the game and counts prisoners for each team;

8. The winning team is the one having many prisoners.

**N.B:** A teacher controls well the game to avoid cheating while playing the game.



*Fig1.4: Learners playing the boundary game*

Source: <https://www.dreamstime.com/royalty-free-stock-images-tug-war-kids-illustration-playing-image30833959>

## **1.6. Additional exercises/games**

### **1.6.1. Warm up, stretching and cooling down exercises**

#### **a. Warm up exercises/games**

##### **Title of game 1: Running**

##### **Summary of the game**

It is a game played where learners train themselves different ways of warming up their body.

##### **Organization and rules of the game**

1. Learners are spread in the playground;
2. A player chases other players;
3. A player, who is touched, should immediately chase others;
4. Players who go beyond playing areas are excluded from the game.

##### **Variations**

- The first player chases others; if he/she catches someone this one helps him/her to chase others.
- A touched player chases others by touching where he/she was touched.



*Fig1.5: Learners perform running exercise*

## **Title of game 2: Go, go slowly, and stop**

### **Summary of the game**

Learners perform as they are pushing vehicles by using the same speed, they stop when a teacher gives them instructions.

### **Organization and rules of the game**

1. Prepare enough playgrounds to let learners run freely;
2. Request learners to take a place on the court in front of the teacher;
3. Tell learners to imitate someone who is driving a car, bicycle or motorbike;
4. Explain and demonstrate to the learners how to play the game;

There are three ways of giving instructions:

- The first is “Go!” When a teacher says “Go”, learners go quickly all over the playground by imitating driving a car and avoid cracking each other’s;
- The second is “Go slowly!” When a teacher says “Go slowly” learners go slowly in the playground by imitating one who is driving a car slowly;
- The third is “Stop!” when a teacher says “Stop” learners stop and remain in that position without any movement until the teacher says “Go!” or “Stop!” .
- A car is replaced by a bicycle or a motorbike. The game continues until the teacher stops it.

### **Points to consider**

- Every learner is able to run when the teacher says “Go!”
- Learners try to stop when the teacher says “Stop!”
- Learners are avoiding cracking while playing the game.

### Variation of the game

Explain to learners that one who makes any movement when the teacher says “Stop!” will be the one to give three instructions. Tell learners to change the vehicle they are driving e.g.: Tell them to imitate swimming in the lake, rowing the boat, piloting a plane etc...



*Fig1.6: Learners playing go, go slowly, and stop game*

### Title of game 3: Cat and mouse

#### Summary of the game

Learners stand on the circle two by two, one behind another.

#### Organization and rules of the game

1. When a teacher gives a sign, two players “**Cat and Mouse**” run outside the circle a cat chasing a mouse.

2. When a mouse is going to be caught by a cat, it may go at the front of three players who are on a line; a player who is at the back becomes a mouse.
3. When a cat catches a mouse, they change roles and a mouse runs immediately.
4. Only the teacher may stop the game based on a pre-set period.



**Fig1.7:** Cat and mouse game

Source:<http://www.newvisiontour.com/travelguide/Folk-games/Cat-and-Mouse-Game-Meo-duoi-chuot.html>

#### **Title of game 4: Static cat**

#### **Summary of the game**

In this game learners chase others. If there is someone who is caught he/she should remain standing on one leg and hold the waist without making any movement for 5 seconds.

#### **Organization and rules of the game**

1. Avail enough space for the Static Cat Game in the playground.
2. Explain to learners how to play the game Static cat.
3. Explain to learners that if someone is caught he/she should remain standing on one leg and hold the waist without making any movement for 5 seconds.
4. Request two or three learners to play in the place of a cat.
5. Give each cat a unique piece of cloth.
6. Explain and demonstrate how the game is played.
7. Give instructions and demonstrations:
  - Cats try to catch other learners;

- When a cat touches a learner that one should stop and stand on one leg and make no movement while arms are touching on the waist.....
- After 5 seconds he/she may run again.
- After a certain period of time, choose other learners who should play in the place of cats. Observe whether learners are playing carefully.

### Points to consider

- Learners caught by the cat are standing on one leg and arms touching their waist in 5 seconds.
- Each learner can free away a cat.

### Variation of the game

- Increase duration of standing on one leg to 10 seconds.
- Request learners to stand on one leg with both arms touching in the waist, playing as animals which are changing when they are touched.
- To make the game more complex. E.g.: request learners to stand on one leg and raise their arms or stand on one leg with their arm touching the nose.



*Fig1.8: Learners playing static cat game*

### Title of game 5: Throwing the ball

#### Summary of the game

It is the game played by learners where they pass a ball between legs with the intention of stopping it to pass through the legs.

## Organization and rules of the game

1. Players stand on a circle with legs separated.
2. A teacher stands inside the circle and passes the ball in his/her hands.
3. A teacher passes the ball to the player's legs. A player tries to close together the legs quickly.
4. When a teacher uses a feint pass, a player may not close his/her legs.
5. In case there is a foul (the ball passes through the player's legs or a player closes the legs when the ball does not come to him/her) a player has failed. He/she should return back the ball and run three times around the circle.
6. The winners are players whose ball did not pass through their legs and have not made any mistake in the game.

## Variation of the game

- A learner replaces a teacher in a circle.



*Fig1.9: Learners perform throwing exercises*

## Title of game 6: The last in the front (Uwanyumaimbere)

### Summary of the game

It is a game performed where learners train themselves skills in different ways of warming up the body.



### Organization and rules of the game

1. Learners are grouped into 4 equal teams and they walk in lines in the playground.
2. Learners on lines run slowly (jogging).
3. When a teacher gives a sign, the last learner on the line runs quickly and moves to the front of his/her line.
4. When a teacher gives the first sign, the runner passes at the left side.
5. When a teacher gives the second sign, the runner passes at the right side.
6. One who makes a mistake must repeat.
7. The winner is the team that finishes before others.

### Variation of the game

Increase the number of learners in order to extend the line to let learners run long distances.



*Fig1.10: Learners perform the last in the front game*

### Title of game 7: What is in front of you?

#### Summary of the game

This game is played by learners who make a circle and move on it by presenting forward different parts of their body.

## Organization and rules of the game

1. Tell learners to make a circle and leave an arm distance between them.
2. Give explanations and make demonstrations:
  - When a teacher mentions any part of the body, learners circulate in a direction of needles watch. E.g.: “Waist forward”, “arms forward”, “head forward” etc...
  - When they present the part of the body, learners sing the part presented forward.
  - The teacher continues to say many parts of the body until learners will be warmed up.
  - Only the teacher sets the time limit of the game.

## Point to consider

- Learners are presenting forward mentioned body parts.
- Learners are playing peacefully.

## Variation of the game

Tell learners different ways they can use while circulating on the circle. E.g.: “circulating by presenting their arms forward”, “hopping by presenting their heads forward”, “Stamping the feet while presenting their waist forward” etc.



*Fig1.11: Learners playing what is in front of you game*

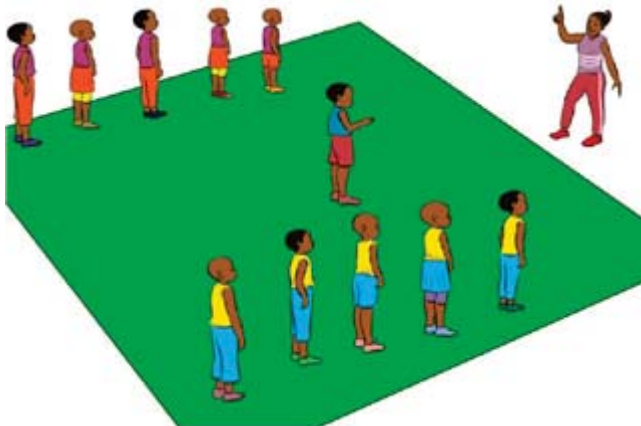
**Title of game 8: The seller of trees (Umucuruziw'ibiti)**

### Summary of the game

It is the game where a teacher makes two teams with equal number and they stand on parallel lines. Between two teams, there is at least a distance of 30m. The seller of trees goes between two teams at the same distance from each.

In both teams, there are two players who have the same name of a tree.

1. When a teacher gives a sign, the seller of the trees says the name of a tree.
2. Two players, one for each team who has that name, runs towards the seller of the trees, they touch him and then return back to their place.
3. The team whose player returns back to it first, is given one point.
4. Games continue until all players have just finished running.
5. After the game, a teacher adds all the points for each team. The winning team is that with many points.
6. Teams may play based on pre-determined points before the game (E.g.: The team which scores certain marks before the other wins).



*Fig1.12: Learners perform game called the seller of trees*

### Title of game 9: A cat and a shadow

#### Summary of the game

This warm up game of a cat and a shadow is intended to warm up arms and legs, where learners chase shadows of their teammates.

#### Organization and rules of the game

1. Provide enough space in the playground, so that learners can run ones after others.
2. Divide learners into teams of two by two (pairs).

3. Request learners to take numbers, the first **No 1** the other **No 2**.
4. Request learners to show their shadows and their location.
5. Give instructions and demonstrate how to play the game:
  - When a teacher says “**No 1**” all learners with **No 1** run at the same time chasing and trying to step on shadows of learners with **No 2**.
  - **No 2** flee away from their teammates.
  - While chasing shadows “**No 1**” counts number of times they have stepped on shadows of “**No 2**”.
  - When a teacher says “**No 2**”, learners with **No 2** chase shadows of learners with “**No1**”.
  - Change numbers after 60seconds.



*Fig1.13: Learners playing cat and shadow game*

### Points to consider

- Observe whether learners are following their teammates very well.
- **No 1** chases **No 2** when a teacher says **No 1**.
- Are learners speaking loudly when they count the number of times they have stepped on the shadows of their teammates?

### Variation of the game

Change various ways learners are competing. E.g.: walking, hopping, walking on rhythm, walking with straight legs, while jumping ropes etc...

### Title of game 10: The Secret Cat

#### Summary of the game

This is a warm up game used for warming up arms and legs.

#### Organization and rules of the game:

1. Avail enough space in the playground, so that learners can run ones after others.

2. Draw the starting line at one of the boundaries of the playground.
3. Tell learners to stand on the line facing the same direction.
4. Request learners to cover their eyes and tell them that they are going walk moving behind and then the teacher touches some of them at their backs.
5. Give instructions and demonstrate how the game is played:
  - Every learner who is touched at the back becomes the cat (select 4-5 among 6 learners).
  - Cats should not tell other learners that they have been selected to be cats.
  - When a teacher says “go!” learners run all over the court, cats try to touch on the possible number of learners. A learner who is touched on should return back to the line.
  - The round is completed when all learners who are not cats are on the line.
6. Choose other cats each time the game is going to start.
7. Play until every learner gets an opportunity of becoming a cat.

### **Points to consider**

- Are cats touching on learners carefully?
- Observe whether learners are running without disturbing their teammates.
- All learners have the same ability of becoming cats in any round.
- Learners touched on return back to the line.

### **Variation of the game**

- At the beginning of each round the teacher taps at the back of some learners to become cats.
- At the beginning of another round, pass on line and do not tap on any person.



*Fig1.14: Learners playing the secret Cat game*

## **Title of game 11: Avocadoes and Oranges (Avokan'amaronji)**

### **Summary of the game**

It is the game where learners run to catch their opponents.

### **Organization and rules of the game**

1. Avail enough space in the playground, so that learners can run ones after others.
2. Arrange learners into small groups of two by two.
3. Request one members of team 2 to be an avocado others to be an orange.
4. Give instructions and explain how game should be played:
  - When you say “Orange!” learners called “Orange” in each team run and chase learners who are called “Avocado”. When you say “Avocado!” learners called “Avocado” in each team run and chase learners who are called “Orange”.
  - If “Orange” catches “Avocado”, “Orange” counts up to 10 before chasing again “Avocado”, this gives avocado time to flee.

### **Points to consider**

- Observe whether learners are playing carefully.
- Oranges try to chase avocado when you say “Orange”
- All learners have participated in the game Are they playing?

### **Variation of the game**

- Say other names of fruits to confuse learners (examples: apple, pawpaw etc).
- Add instructions “mixture of fruits”, meaning that all learners must run without chasing anyone.
- Change names while calling fruits (avocado, orange) every 30 seconds.



*Fig1.15: Learners playing the game of Avocados and Oranges*

## **Title of game 12: Follow my hand (Kurikiraukubokokwanjye)**

### **Summary of the game**

While playing this game “**followers**” follow “**leaders**” they try to keep their noses closer to the right arm of the leader (Umuyobozi).

### **Organization and rules of the game**

1. Divide learners into teams each consisting of two learners.
2. Request one learner in a team to start as “a leader” (Umuyobozi).
3. One left in the team plays as a follower (ukurikiraabandi).
4. Give instructions and demonstrate how to play the game:
  - When a teacher says “start” all followers try to point their nose to the leader’s right hand at the distance of 50cm.
  - Leaders walk around the court with their hands pointed upward they can as well lower their arms and point them in any direction of their choice.
  - When a teacher says “Stop!” all followers become leaders and then use their right hand to lead followers.
5. When saying “Go!” and “Stop!” in every 1 and 2 minutes. Observe whether learners are playing easily and safely.

### Points to consider:

- Leaders try to point their nose closer to the right hand of a leader at the distance of 50cm.
- When a teacher says “Stop!” learners interchange roles, leaders become followers, and followers become leaders.

### Variation of the game:

Request leaders to lead followers by using other parts of their body, e.g.: followers keep their nose at the distance of 50cm closer to the right ankle of the leaders.



*Fig1.16: Follow my hand game*

### b. Stretching exercises

General instructions for stretching:

- Move slowly and gently into each position until you experience a moderate stretching sensation.
- Stay in the stretch position for 12-20 seconds without bouncing.
- Repeat the stretch.
- Reverse right-left instructions to reach both sides.

#### 1. *Stretching abdominal muscles while lying*

- Let learners lie flat on their stomach and place their hands and palms down, under their shoulders.
- Tell them to keep hips pressed to the floor.
- Let them gently ease their upper body off the floor.
- Request them to keep shoulders and the neck relaxed.

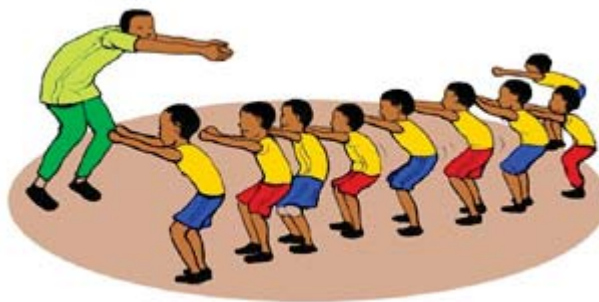




*Fig1.17: Stretching abdominal muscles while lying*

## **2. Stretch upper back while standing up**

- Let learners stand up with legs slightly apart.
- Ask them to raise their arms straight forward.
- Recommend them to straighten their arms and palms up as they keep them off the body.
- Let them shrink the stomach while keeping their hips forward.



*Fig1.18: Stretching upper back while standing up*

## **3. Stretch the chest upright while standing up**

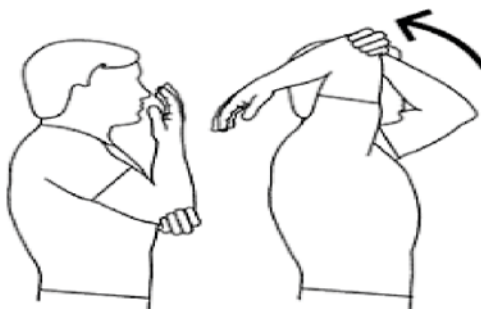
- Let learners stand up, legs fairly apart and knees slightly bent.
- Ask them to lift arms behind and palms against the body.
- Request them to stretch their arms gently and slowly raise them while they are gently rocking the chest forward.



*Fig1.19: Stretching the chest upright while standing up*

### **1. Triceps stretch**

- Let learners stand up with their legs are a bit wide apart.
- Ask them to raise one arm. Lower their hand towards the backbone.
- Request them to use their other hand to softly push the elbow towards the ground.



*Fig1.20: Triceps stretch*

### **2. Stretch the whole body**

- Learners stand up with legs slightly apart.
- Request them to breathe in and lift their hands upwards as high as possible.
- Ask them to lower slowly their hands behind the head, then down on their back.



*Fig1.21: Stretching the whole body*

### **3. Stretch the neck, while standing up**

- Learners stand up with their legs wide apart.
- Release the left shoulder downward.
- Lower the right ear down towards their right shoulder.
- Feel left side of the neck being stretched.



*Fig1.22: Stretching the neck, while standing up*

### **4. Stretch the buttock muscles and the rear of the thigh**

- Let learners sit down, back straight, legs stretched forward.
- Ask them to bend the right knee and place the right foot on the left leg.
- Let them use the left elbow to press the upper side of right knee.
- Request them to keep their body straight and turn slowly rightwards.



*Fig 1.23: Stretching the buttock muscles and the rear of the thigh*

### **5. Stretch the calf while standing**

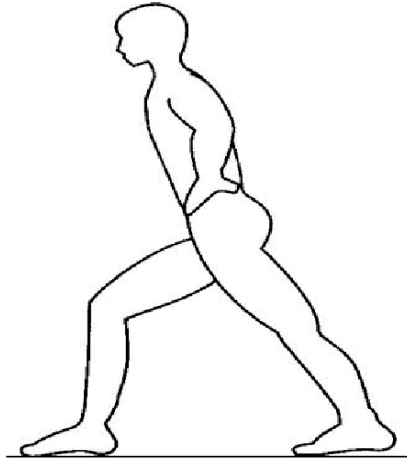
- Let learners stand up on one foot by turns.
- Ask them to bend the knee of the front leg and lean forward.
- Request them to keep the back heel flat on the ground.
- Let them feel the stretch in the calf of the hind leg.



*Fig 1.24: Stretching the calf while standing*

### **6. Stretching of Quadriceps while standing**

- Let learners stand up straight. Use their left hands to pull their left feet towards their buttocks.
- Request learners to lean against a wall with the right hand balanced/ or not supported by anything.
- Ask them to keep their right knee slightly bent.
- Request them to keep their knees fairly close to each other and stay up right.
- Let them lean forward until they feel the stretch.



*Fig 1.25: Stretching of Quadriceps while standing*

### **7. Stretching abdominal muscles**

Lay down by placing your hands parallel to the level of the shoulders. Keep your thigh down, carefully slow down your upper part of your body and let the neck and shoulder be relaxed.

### **8. Shoulder stretch**

- Stand while legs and shoulders are widely separate apart.
- Touch your left shoulder by using your left hand.
- Touch your right shoulder by using your right hand.
- Rotate your arms by pressing together the ankles forward.

### **9. Stretching hamstrings(hind legs) and calves exercises**

- Stand up, one foot in front of the other.
- Bend down and touch on toes of the right leg straight forward.
- Pull the foot placed on the ground inward towards the body.
- Switch to the left leg.

## **c. Relaxation exercises and games**

### **Title of game 1: Empty balloons (Ibipirizobyashizemoumwuka)**

#### **Summary of the game**

It is the game played as a situation, where learners behave as empty balloons.

## Organization and rules of the game

1. Tell learners to imitate big balloons; they can throw their arms up, hopping at the place where they are etc.
2. Give explanations and demonstrate how to play the game:  
Explain to learners that as there are various things in the environment, the same way there are various things which may destroy the balloons. Learners use their body to imitate balloon movements as the teacher has explained. E.g.: "Do balloon movements assuming that wind is going to lift you". "Do balloon movements assuming you are attached at the back of a bicycle which is moving around the whole city etc...."
3. Give explanations: this is the last instruction a teacher gives to learners. « Do balloon movements having small holes where air may pass through slowly, tell learners to imitate the way air is being emptied from them as they go on moving down slowly until their knees reach the ground quietly.
4. Give learners 10-20 seconds to feel free before stretching their body.
5. Observe whether learners have enough space.

### Points to consider:

- Learners do not disturb their teammates.
- Learners are performing slow movements and stretching themselves carefully.
- Learners are playing peacefully and quietly.



*Fig 1.26: Learners playing the game of Empty balloons*

## Title of game 2: Pick fruits (Gucaimbuto)

### Summary of the game

This is the game where learners train themselves to use different ways of

picking fruits skillfully and put them in different given areas.

### Teaching resources

A playground and a whistle

### Organization and rules of the game

1. Learners spread all over the playground.
2. Learners stand on their toes raising their arms up.
3. Based on the teacher's instructions, they may perform an exercise of picking fruits and put them in different areas.
4. When a teacher says "Pick fruits!" learners stand on their toes and raise their arms as if they are beckoning in the sky.
5. When a teacher says "Put in the right basket", they bend towards the right side as if they are going to put in right basket.
6. Continue to give instructions of picking fruits and put them behind, left, up, down etc.



*Fig 1.27: Learners playing the game of picking fruits*

### Title of game 3: Taller, Shorter, Wider (Kirekire, gito, cyagutse)

#### Summary of the game

It is a game in which learners are being trained to stretch their body carefully.

#### Organization and rules of the game

1. Tell learners to take enough space so that they can extend their arms easily.
2. Request them to stand in front of the teacher.
3. Tell them that the games help them to stretch their body in different ways. Remind them to stretch their body slowly and carefully. Remind them to use 6-8 seconds while stretching their body.
4. Ask them if they can behave as a "big house" or "small as a rat" or

**“wide as a wall”.**

5. Give instructions and demonstrate how to play the game:
  - Learners stand on their toes; raise their arms up and become taller as a house.
  - Tell them to remain in a stretching position for 6 seconds or in a squatting position or touching their knees or bend them by putting their heads between knees behaving as small rats.
  - Tell learners to stretch their legs and arms by putting them far away as possible
  - Request learners to remain in the stretching position between 6-8 seconds.
6. Ask learners to think of another big thing (e.g.: a hill, buildings, trees, etc...) and still continue to stretch their body by imitating things they have mentioned.
7. Repeat questions for each thing; small and wide. Stretch their body for each example.

**Points to consider:**

- Learners are stretching their body slowly.
- Learners are respecting instructions from the teacher.
- Learners are avoiding stretching their body quickly.
- Learners are breathing well while stretching their body.

**Variation of the game**

Say names of different things or different areas then request learners to stretch themselves accordingly.

**E.g.:**

- Big: buildings, towers, trees etc.
- Small: ant, fruit etc.
- Big: road, airplane, etc.





*Fig 1.28: Learners playing the game of taller, shorter, wider*

### **Title of game 4: Perform like (Kora nkaho)**

#### **Summary of the game**

It is a kind of game which helps someone to decrease muscle contractions and joint spot. Learners walk by imitating what a teacher has instructed them to do.

#### **Organization and rules of the game**

1. Tell learners to stand on the court facing the teacher.
2. Give explanations to learners and demonstrate to them how to play the game:

Tell team members to “jump like a rabbit” then learners do what the teacher says through the use of signs.

Examples of activities to tell learners to do:

- Jumping at the same place like a popcorn.
  - Run away like someone fleeing from an animal.
  - Walk like someone who travels over pins of “imishubi”.
  - Extend arms upward and act as if you are touching balloons in the sky.
  - Act as if you are combing hair with a comb in the hands.
  - Swim as if you are in a river.
  - Shake yourselves as a wet animal that wants to dry.
3. Add more activities, as many as possible.
  4. Let learners add their own ideas of different activities.
  5. Only a teacher may set the time limit of the game.
  6. Tell learners to be careful while playing the game not disturbing others.

### Points to consider:

- Each learner tries to discover activities you have shown through the given signs.
- Learners give clear examples to use in their teams.

### Variation of the game

- In starting the game only 1 or 2 examples are given.
- Request learners to give 1 or 2 small games they can play in teams.
- Encourage them to think like they are in different locations. Behaving like strange people or animals.



*Fig 1.29: Learners playing the game based on instructions*

### Title of game 5: Big tree

#### Summary of the game

It is the game played in order to cool down in a normal way through stretching of different muscles.

#### Organization and rules of the game

1. Tell learners to stand with legs separate and shoulders wide apart:
  - Tell them to stretch themselves like a big tree in the world.
  - Tell them to contract their muscles like a tree covered with snow (ice).
  - Lighten (Seem to have less weight) like leaves of young trees.
  - Be strong like a big tree.
  - Hit their arms like wind moving branches of a tree.
  - Tell them “Here there is wind moving branches of trees, you are branches of trees fall down.”
2. Let learners stay in that position for 10-20 seconds for relaxing their body.

### Points to consider

- Observe whether there is enough space between learners to avoid collision while getting instructions.
- Learners perform what a teacher has said.

### Variation of the game

Tell learners to do what is different from what a teacher has instructed. Example when you say: “stretch in all possible way” learners may shorten and become as small as possible.



*Fig 1.20: Learners playing the game by imitating the big tree*

### Title of game 6: Bridge and street under the ground

#### Summary of the game

It is the game which causes reduction of muscle contraction and spot of body joints.

#### Organization and rules of the game

1. Request learners to go into the playground.
2. Gives instructions and demonstrate how the game is played:
  - When a teacher says: “**Go!**” learners may walk around freely hopping, jogging, dancing or running slowly.
  - Say “**bridge!**” or “**Street under the ground**”
  - When they hear the word “**bridge**”, they search for their teammates, raising their arms up and hold hands of their teammates. While making a bridge that prevents learners from using much force in order to prevent some from falling over others.
  - When they hear the teacher saying “street under the ground”, learners must search for their teammates by standing in opposite positions, spreading their legs, knees down, then bend down forward slowly.

- If they have remained in that position for 15 seconds the teacher says “Go!” they walk around again into the court until they receive other instructions.

3. Only the teacher sets the time limit for the game.

### Point to consider

- Each learner works together with others in order to make a bridge or street under the ground.
- Learners are friendly and communicative amongst themselves.
- Learners are attentive so that in case a teacher says “bridge” or “streets under the ground” they do what the teacher has said.

### Variation of the game

State other ways to be added in the game and how this game should be played.

Examples:

- «Road», learners take their teammates and lay down with their legs touching.
- «Hill», learners with their teammates stand near each other, bend down and put their hands on the ground at a meter distance (1m).
- «Tank of water», learners put down their knees; one faces another and then make a circle holding the hand of the nearest teammate.



*Fig 1.21: Playing the game of bridge and street under the ground*

### Title of game 8: A Sheep and a wolf

#### Organization and rules of the game

1. Show the place of the sheep, and a den of wolf in the playground.

2. One corner of the court should be a shelter for sheep whereas another becomes a den for a wolf.
3. One learner becomes a wolf.
4. When a teacher gives a sign, the wolf leaves its den, and the sheep also leaves their shelter and then they meet in the center.
5. Sheep approach the wolf and ask “what time is it?”
6. A wolf replies “it is seven o’ clock, eight o’clock, nine o’clock.... Then the sheep (many) make steps forward towards the wolf based on the number of hours the wolf said.
7. If a wolf says “it is mid night”, the sheep run backward to their shelter.
8. A wolf tries to catch sheep which do not reach their shelter.
9. Caught sheep come to help a wolf to catch other sheep.
10. The winner is the sheep which remains uncaught by the wolf; it becomes a wolf for the next play.



*Fig 1.22: Learners perform the game of a sheep and a wolf*

### **Title of game 9: I know my destination**

#### **Summary of the game**

Players go into the center of the court and they fix directions such as:

- South
- North
- East
- West

## Organization and rules of the game

1. Every learner starts with 5 marks.
2. When a teacher says go “East” learners run quickly to the east side.
3. When you say go “west” learners go quickly to the west side. Continue to say based on the four directions.
4. Learners who take a wrong direction, loses one mark. He/she returns back in the center of the court and waits for others to start another round. Winners are those who remain with high marks.

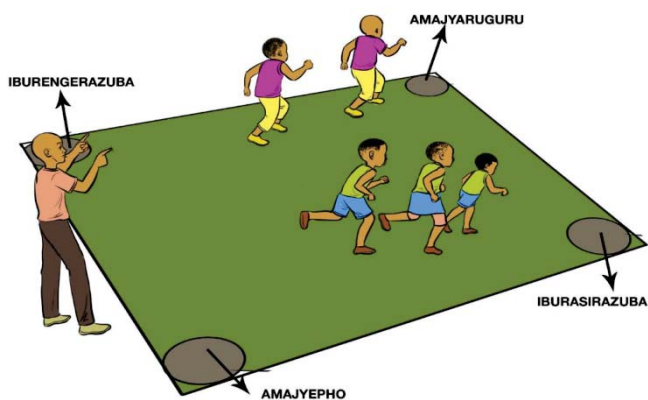


Fig 1.23: Performing the game of I know my destination

## d. Balance exercises/games

### Title of game 1: Passing under the bar (Gucamunsiy'umutambiko)

#### Summary of the game

A player passes under the bar stretching his/her trunk backward without touching it or dropping it down.

#### Organization and rules of the game

1. Make teams of 6-10 learners.
2. Request 2 learners in each team to hold a long rope or a log in air.
3. Request learners/a team to hold a log on the shoulders. Request each team to make a single line in front of the rope/ log (long stick).
4. Give instructions and demonstrate how to play the game:
  - The objective of the game is stretching: a learner goes on stretching his/her trunk backward, and then passes under the bar without touching it or dropping it down.
  - Let learners pass under the bar. Lower the bar in case all learners

have passed under it. See whether there is no object which may hurt them in case they fall down.

- Encourage all learners to pass under the bar. If they are not able to pass under the bar by stretching their trunk backward, let them pass as they can (example, they may bend down or scroll down their belly under the bar).
- Change learners who hold the bar every 2 or 3 minutes to give all learner a chance of participating in both of the two roles.
- The game is over when the bar reaches the ground to an extent where no one can pass under it.



*Fig 1.24: Learners playing the game of Passing under the bar*

### **Points to consider**

- Learners are stretching their trunks backward without touching the bar.
- All learners have participated in the game.

### **Variation of the game**

- A learner passes under the bar carrying a cup of water on the head. He/she must try to pass under the bar without pouring any droplet of water.
- Request learners to start the game, then touch on their front while passing under the bar.

### **Closing discussion**

#### **Reflect**

- Is there any part of the body hurt while passing under the bar?

#### **Connect**

- Have you ever done stretching before?

## **Apply**

- What could you do to avoid being hurt in the next play?
- What other exercises could you do in order to stretch your body? Could you show those exercises?

## **Title of game 2: Pass the ball through the legs (Kunyuzaumupira mu maguru)**

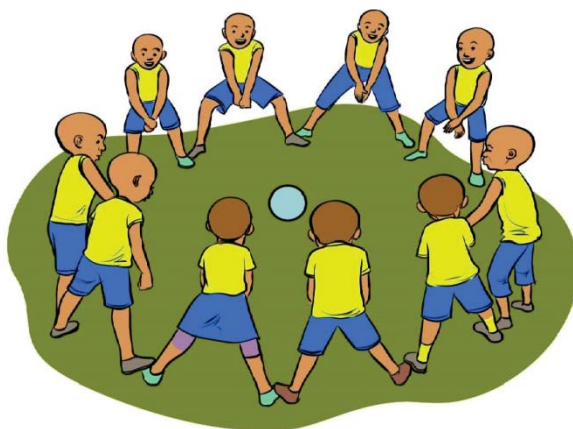
### **Summary of the game**

While learners are playing, everyone tries to pass the ball through the legs of his/her teammate and each tries to prevent it from passing through his/her legs.

### **Organization and rules of the game**

1. Make teams of learners between 6 to 10 learners.
2. Request each team to make a circle. Tell learners to stand with their legs separated. Each foot of the learner must touch the foot of the closer teammate. (Observe the image).
3. Tell learners to join their hands in front of themselves with their arms looking like a trunk of an elephant. (observe the image).
4. Put a ball in each circle.
5. Give explanations and demonstrate how to play the game:
  - Objective of the game is to pass the ball between legs of your teammate but he/she tries to prevent the ball from passing between his/her legs.
  - A learner is not allowed to move his/her legs but he/she can use arms joined together to prevent the ball to pass between his/her legs.
  - Check whether learners have enough space to avoid collision of their arms when they are swinging them.
  - A learner, whose ball passes between his/her legs, must use one arm for the next play.
6. The winners start another game and play with themselves and the losers do the same.
7. Only the teacher sets the time limit of the game.





*Fig 1.25: Learners playing the game of pass the ball through their legs*

### **Points to consider:**

- Learners have separated their legs very well while playing the game.
- Learners are able to pass between legs of their teammates.

### **Closing discussion**

#### **Reflect**

- What was difficult while playing the game?
- Which part of the body were you stretching while playing this game?

#### **Connect**

- What did you do in your life which helped you to stretch your body during the game?

#### **Apply**

- Could you show us other exercises to perform which may help you to stretch your body?

### **Variation of the game**

- To use 2 or 3 balls 1 in one game.

### **Title of game 3: The static body**

#### **Summary of the game**

In this game, learners put down some parts of the body, other do not touch the ground and try to remain static in a given period of time.

#### **Organization and rules of the game:**

1. Tell learners to go into the court and extend their arms without colliding one another.
2. Give explanations and demonstrate how to play the game:

- Enumerate different parts of the body. Learners must put down the part of the body mentioned and do not move while that part is on the ground. E.g.: two hands and one foot or one ankle and two knees.
  - They must not move in a period of 3 seconds.
3. Demonstrate by using a learner who is willing to do it and request other learners to follow the demonstration and how the learner is static.
  4. Tell all learners to imitate the actions of their colleague.
  5. Use enough trials to help learners perform this exercise easily.
  6. Encourage learners to have a common understanding when they are playing the game.



*Fig 1.26: Learners performing the static body game*

### **Points to consider:**

- Some learners are still in the required position.
- Learners have enough space so that they may not collide each other.

### **Closing discussion**

#### **Reflect**

- What have you noticed that was difficult while playing the game?
- Which exercises were more difficult than others?

#### **Connect**

- Is there any another time in your life when one of your body parts remained immovable? In which situation was it?

#### **Apply**

- When can you need exercises that keep the body static throughout? What is their importance?

**Variation of the game:**

- Tell learners to remain in given positions for a long period of time.
- Ask two learners to go together and request them to perform exercises when they are jointed together (Example: two legs and two arms).
- Request them to close their eyes and remain in the required position.

**Title of game 4: Cars in a static position (Imodokazihagaze)****Summary of the game**

Learners walk around the playground two by two avoiding their colleagues. When the sign is given, learners stand with one leg in a given period of time.

**Organization and rules of the game**

1. Place two learners in the playground.
2. Tell learners who are closer to stand apart one near the other.
3. Give explanations and demonstrate how to play the game:
  - Every second team acts as a car.
  - Walk around the required playground freely and avoid colliding with other cars.
  - After blowing the whistle, the teacher says “Cars stop!” learners stop immediately with one leg during the period of 5 seconds. Teams of two learners must stop at the same place.
  - After five seconds, the teacher blows the whistle then each team starts to walk around with one leg joined together.
  - Tell learners to pay attention to other teams which are moving around the playground but still keep walking with one leg.
  - After ten seconds request learners to make their car move.
4. After each 30 seconds say “Cars stop!”
5. Only the teacher fixes the duration of the game.



*Fig 1.27: the of game cars in a static position*

### Points to consider

- All learners are able to stand with one leg without falling down.
- Learners are helping each other in order to stand without falling down.
- No team has been disturbed by another team when they are moving around.

### Closing discussion

#### Reflect

- How did you feel when you were standing with one leg?
- What do you know about walking with one leg without being supported by another while arms are joined together?

#### Connect

- Is there any other time you walked or stood with one leg?
- When could you need to walk with one leg?

#### Apply

- Do you know any other exercises such as walking with one leg? Demonstrate it/them.

### Variation of the game

- Increase the number of seconds for each activity.
- Change the behavior every time the leader of the game says “cars stop” (example: “kneel down with one knee, two arms up”, “stand with one leg stretched in front of you!” etc.

### Title of game 5: The hunter and the rabbit (Umuhigin’urukwavu)

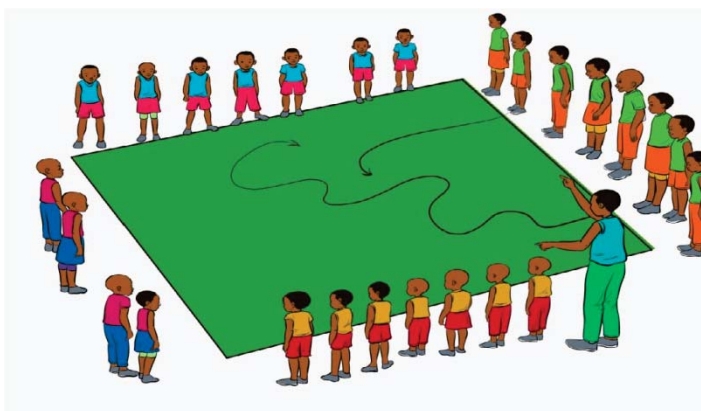
#### Summary of the game:

In this game a learner enters into the court and then says his/her number.

When a sign is shown, learners who are behind him/her try to shoot the ball at him/her and then he/she tries to escape the ball.

### **Organization and rules of the game**

1. Form two teams with equal number of team members.
2. One team is composed of hunters another is of rabbits.
3. The teacher gives numbers to team members from the first to the last.
4. Hunters are standing around the playground; rabbits are at one side of the court (see the image).
5. When a teacher shows a sign, the first rabbit enters into the playground and says loudly its number. It may enter through any part of the playground.
6. After the rabbit enters into the playground, hunters pass a ball among them with the target of shooting the rabbit and the rabbit tries to escape the ball.
7. Hunter must not make a step while holding the ball and must not hold the ball more than 5 seconds.
8. When a hunter shoots the ball to the rabbit, the rabbit leaves the playground and then the second rabbit enters into the playground, when the second rabbit has been shot it leaves the playground and another enters until the last rabbit enters into the playground.
9. When all rabbits finish playing, the team exchange their roles, rabbits become hunters and hunters becomes rabbits.
10. The winning team is that one which uses less time to move out the opponent team.



*Fig 1.28: The hunter and the rabbit game*

### **Points to consider**

- Both teams consist of the same number of team members.
- When a sign is shown, the first rabbit enters into the playground saying its number in a loud voice.

### **Closing discussion**

#### **Reflect**

- Was it easy to shoot the ball to someone who was inside the circle? What were the requirements?
- How did you feel when you were shot the ball?

#### **Connect**

- Is there some other time you wanted to shoot at something else?

#### **Apply**

- How did working together with your teammates help you to reach at your target?

### **Variation of the game**

- 2, 4 or 5 rabbits should enter into the playground at the same time, if hunters shoot at any rabbit; it is replaced by the next number.
- They count the number of rabbits which have been shot but did not leave the playground. For each rabbit shot, the hunting team gains one point.
- One rabbit should not be shot at more than three times, if it exceeds three times, the next shots are not counted.
- After a specific period of time, teams exchange their roles.

### **Title of game 6: The Fly and the Spider (isazin'igitagangurirwa)**

#### **Summary of the game**

Players enter in a big circle walking with one leg; if one enters into a small circle he/she is caught.

#### **Organization and rules of the game**

1. Draw two circles which have the same center mark. The small circle has a radius of 1m and the big circle has that of 6-18m.
2. The small circle is a spider's web; the big circle is a spider's threads.
3. A player who is in a small circle becomes a spider.
4. Other players (flies) stand or move around outside the big circle wherever they want.

5. When a teacher shows a sign, players enter into the big circle, but whoever enters in it must walk with one leg until he/she leaves it.
6. Spider (walking with two legs normally) is waiting to catch someone who enters into its threads.
7. A fly caught inside the small circle becomes a spider, one who was a spider becomes a fly and joins other flies and the game continues.



*Fig 1.29: The Fly and the Spider game*

### Points to consider

- All learners who are inside the big circle are walking with one leg.
- Learners are standing outside the circle and walk around as they wish.

### Closing discussion

#### Reflect

- How did you feel when you entered into the spider's web?

#### Connect

- Is there any time you have ever needed to flee away?

#### Apply

- What is the importance of doing running exercises?

### Variation of the game

- Draw three circles which have the same center mark. The first circle which has a radius of 1m is a spider's web. The second which has a radius of 5m is the threads of the spider where flies must walk with one leg. The third circle which has a radius of 10m is where flies run normally.
- Outside the circles is an escape area for flies because the spider may not reach there.

## Title of game 7: The magic

### Summary of the game

In this game, a learner runs forward towards where the object is placed, walks on it then walks with one leg until the finishing line.

### Organization and rules of the game

1. Make teams with equal number of members.
2. Place players in teams in parallel position behind the starting line.
3. Place horizontal logs or wood on the bricks arranged on the vertical line in front of each team at a distance of 5m or 6m.
4. Show the boundary line.
5. When the teacher shows a sign, the first in each team runs towards where the object is placed then walks on it, after he/she finishes walking with one leg until the boundary line.
6. After going beyond the line, he/she comes back running normally, shakes hands with the teammate and the teammate does the same until the boundary line.
7. A player, who steps down while he/she is still walking on the object, restarts until she/he becomes able to walk correctly on it.
8. The winning team is that which finishes first.

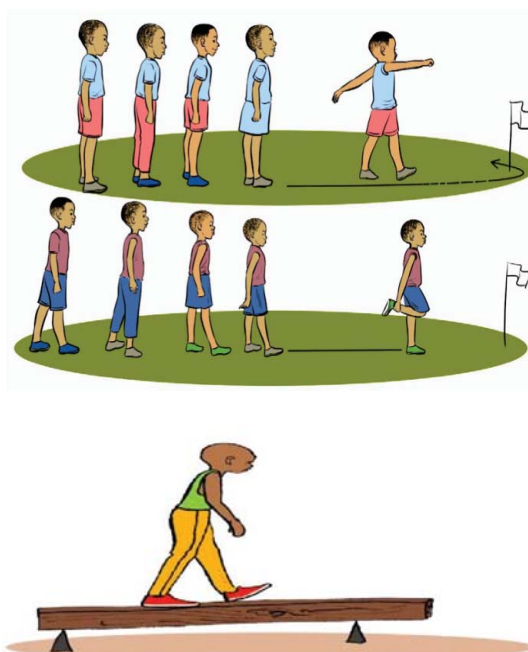


Fig 1.30: Learners playing the magic game



### **Points to consider**

- All learners have passed over the object placed down horizontally.

### **Closing discussion**

#### **Reflect**

- What did you do to avoid falling down while you were walking on an object placed horizontally?
- How did you feel when you were walking on the object?

#### **Connect**

- Is there any other place where you walked carefully to avoid falling down?

#### **Apply**

- What is the importance of such games of balancing to our body?

### **Variation of the game**

- When a teacher shows the learners a sign, players of each team go on the line at the same time.
- Any player who falls down causes the whole team to restart the exercise.
- After they finish walking on the log, they walk on a single line with one leg until they reach to the finish line. No one is allowed to pass another.
- The winning team is that one which has gone beyond the finish line.

## UNIT 2: MOVEMENT AND COORDINATION EXERCISES/GAMES

# 2

### 2.1 Key unit competence

To perform marching exercises along a straight line by the end of the unit.

### 2.2 Prerequisite

Learners of P1 will be able to perform movement and coordination exercises if they are able to execute marching exercises, to explain their importance, and to perform other basic performance abilities of movement and coordination exercises.

### 2.3 Cross cutting issues

- **Gender:** both boys and girls play together without discrimination.
- **Peace and value:** While learners are playing together they develop friendship and tolerance.
- **Inclusive education:** Learners with special needs will perform exercises and games suitable for their abilities.
- **Environmental sustainability:** The teacher encourages learners to respect their opponents.

### 2.4. List of lessons

	Lesson	Learning objectives	No of lessons
1	Exercises and games that develop movement and coordination.	Perform exercises of marching along the straight line with self-confidence.	1
2	Exercises that train learners to take specific positions	Walking on straight lines by respecting given instructions.	1
3	Games that develop intelligence	Perform well exercises that develop intelligence.	1
4	Games that encourage interaction with one another	Walk on upright lines by showing body parts	1
5	Games that develop emotions	Perform well exercises that develop their emotions.	1

6	End of unit assessment	Observing how learners are behaving about: friendship, self-confidence, care of the body and hygiene.	1
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## **Lesson 1: Exercises and games that develop movement and coordination**

### **a. Prerequisite**

Learners of P1 will be able to perform movement and coordination exercises if they are able to execute marching exercises, to explain their importance, and to perform other basic performance abilities of movement and coordination exercises.

### **b. Teaching resources**

Sports wears, playground, gym, whistle, pictures, balls, a log, piece of wood, sticks, etc.

### **c. Introduction**

#### **Opening discussion**

The teacher and learners discuss the importance of doing movement and coordination exercises. He/she explains the meaning of movement and coordination and checks out whether learners have all requirements to participate in the lesson.

#### **Warm up game**

Use warm up exercises/game found at the end of unit one.

### **d. Lesson body**

#### **Title of the game: Playing a stick (Agakoni)**

#### **Summary of the game**

In this game, learners who are on a line run with a stick in the hand towards where the teacher has placed the sign then they turn around it and then return to the initial position.

#### **Organization and rules of the game**

1. Draw/set a starting line at end of one side of the playground.
2. Tell each team to make a straight line behind the drawn starting line, a learner behind another learner.
3. Place the sign at the distance of 20m in front each team.

4. Give instructions and demonstrate how to play the game:
- When a teacher blows the whistle, the first player of each line runs and turns around the sign, coming back to give the stick to the next one on the line. A teacher requests learners to respect order while running.
  - The next runner should not run without receiving the stick from his/her teammate.
  - Continue running until all players have finished running.

#### Points to consider

- Every learner has run after receiving the stick.
- All learners have run.

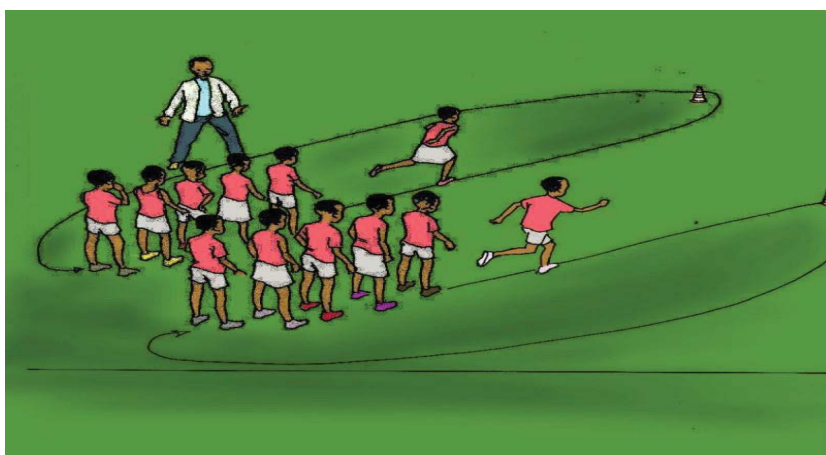


Fig 2.1: Learners playing the game "Agati"

#### Cooling down and stretching game

Use cooling down and stretching game found at the end of unit one.

#### e. Assessment

#### Closing discussion

#### Reflect

- How did you feel when your teammate was going to give you the stick?
- How did you feel when you started running?

#### Connect

- Is there any other situation where you needed to run?

#### Apply

- Why are running exercises important?

## **Lesson 2: Exercises that train learners to take specific positions**

### **a. Prerequisite**

Learners of P1 will be able to perform exercises that train learners to take specific positions if they are able to perform marching exercises, explain their importance, and other basic performance abilities of movement and coordination.

### **b. Teaching resources**

Sports wears, playground, gym, whistle, pictures, balls, a log, piece of wood, sticks, etc...

### **c. Introduction**

#### **Opening discussion**

A teacher converses with learners on the importance of performing exercises that train learners to take specific positions. He/she check out whether learners wear sportswear and request them to remove forbidden objects which may cause accidents/injury during doing exercises.

#### **Warm up exercises**

Use warm up exercises found at the end of unit one.

### **d. Lesson body**

#### **Title of the exercise: Walking on an organized way**

#### **Summary of the game**

Learners walk in lines in a parallel way, two by two then each learner walks by exchanging legs and arms.

#### **Organization ad rules of the game**

1. A teacher puts learners on two lines.
2. When he/she blows a whistle, learners start to walk in two lines one parallel to another.
3. A teacher prepares among that match with marching exercise.
4. Each learner cannot walk faster than the teammates and must respect the rhythm of the song.
5. Each learner must not mismatch i.e. left leg matches with right arm; right leg matches with left arm.
6. Rhythm of the song should match with the rhythm of marching (Parade).

### Example of a marching song:

Iyo tugenda kurigahunda

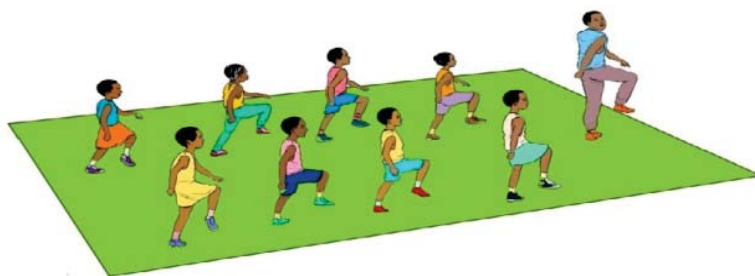
Twumvisha injyanan'umucinyanjyana,

Twumva ari byiza twumva biryoshye,

N'abatureba bakishima,

Rimwe kabiri moso ndyo, moso ndyo, moso ndyo

Rimwe kabiri moso ndyo, moso ndyo, moso ndyo.



*Fig 2.2: Learners performing marching exercise*

### Cooling down and stretching game/exercise

Use cooling down and stretching game/exercise found at the end of unit one.

#### e. Assessment

#### Closing discussion

#### Reflect

- How did you feel when you matched with the song and rhythm?
- How did you feel when you were alternating legs and arms?

#### Connect

- Is there another place where you need to walk on an organized way?

#### Apply

- Why are exercises that train learners to take specific positions important?

### Lesson 3: Games that develop intelligence

#### a. Prerequisite

Learners of P1 will be able to perform better games that develop intelligence if they are able to perform basic exercises of developing intelligence and to also have basic movement and coordination exercises.

## **b. Teaching resources**

Sportswear, field/playground, gym, whistle, images, balls, a log, piece of wood, sticks, etc....

## **c. Introduction**

### **Opening discussion**

The teacher discusses with learners on the importance of performing exercises which develop intelligence. The teacher checks out whether learners wear sports uniform and ask them to remove unwanted objects which may cause danger to them.

### **Warm up exercises**

Use warm up exercises/games found at the end of unit one.

## **d. Lesson body**

### **Title of the game: The blind**

#### **Summary of the game**

In this game the learner plays by folding his/her eyes and tries to guess the direction and location where his/her teammate he saw before being folded is located.

#### **Organization and rules of the game**

1. The teacher makes two teams: one for boys and another for girls.
2. Learners in each team stand on the circle, one of them goes in the center of the circle, and observes learners who are on the circle and then they cover his/her eyes.
3. Learners on the circle stand quietly.
4. The blind folded learner starts to circulate on the circle by attempting to touch on one of the players by pronouncing his/her name loudly.
5. When a blind folded learner detects the name of whom he/she touches on, this one becomes blind folded and then also starts to search another one to touch on.
6. When a blind folded learner does not detect those who have touched him/her, he/she returns inside the circle and searches for another to touch on.
7. When the learner fails three times the teacher requests another learner to come inside the circle and continue the game.



*Fig 2.3-4: Learners are playing the game called “the blind”*

### Points to consider

- ☒ Learners have remained in their positions on the circle.
- ☒ The learner in the center is well blind folded so that he/she cannot see anything.

### Cooling down exercises

Use cooling down and stretching exercises found at the end of unit one.

### e. Assessment

#### Closing discussion

#### Reflect

- How did you feel when you were blind folded?
- Which ways have you used to know where someone is located or to detect his/her name?



## **Connect**

- Is there any time you needed to remember something you had seen before?

## **Apply**

- What is the importance of remembering what you had forgotten?

## **Variation of the game**

- Increase the number of failures needed to replace the learner.

## **Lesson 4: Games that encourage interaction with one another**

### **a. Prerequisite**

Learners of P1 will be able to perform games that encourage interaction with one another if they possess the ability of performing basic games that encourage interaction with one another and have also developed general skills of performing basics Physical Education and Sports exercises.

### **b. Teaching resources**

Sportswear, playground, gym, whistle, images, a log, balls, piece of wood, sticks, etc...

### **c. Introduction**

#### **Opening discussion**

The teacher discusses with the learners the importance of performing games that encourage interaction with one another and observe whether other requirements have been respected.

#### **Warm up exercises**

Use Warm up exercises found at the end of unit one.

### **d. Lesson body**

#### **Title of the game: “Gufunganwa”**

##### **Summary of the game**

It is the game which requests learners to play different roles by making alteration, including “abafungwa” (prisoners) and “abafungura” (releasers).

##### **Organization and rules of the game**

1. Tell learners not to exceed five to be cats (abafungwa) and request them to wear “udushumi”( short ropes) of the same color.
2. Take 3 learners to be “abafungura” (releasers) and wear short ropes of another different color.

3. Other learners are reserved for running.
4. Tell learners to run around the court.
5. Gives explanation and demonstrate how to perform the game:
  - When the game has started cats try to touch on many possible runners who are running.
  - When the learner has been touched on, he/she waits until the player who is in charge of “gufungura” touches him/her and then continues to play.
  - Only the teacher decides when the game should stop/end.
  - Change the role for catchers and releasers etc.

### Points to consider

- Observe whether learners are playing in enough space on the field without colliding each other.
- Releasers try to release many learners at the same time.



*Fig 2.5: Learners are playing the game called “Gufunganwa”*

### Cooling down exercises

Use cooling down and stretching exercises/games found at the end of unit one.

## **e. Assessment**

### **Closing discussion**

#### **Reflect**

- How did you feel when you were performing different roles?
- Which was the best role? Why?

#### **Connect**

- Is there any time in which you have supported your teammates who were in critical situations? Give examples.

#### **Apply**

- How could you behave when you find your colleague or any one in bad situations?

### **Variation of the game**

- Tell learners who have been caught to kneel down until they are released.
- Play together with learners who are grouped into two including “abafatan’abarekura”.

## **Lesson 5: Games that develop emotions**

### **a. Prerequisite**

Learners of P1 will perform better games that develop emotions if they possess the ability of performing basic exercises that develop emotions and having also developed general abilities of performing basic Physical Education and Sports exercises.

### **b. Teaching resources**

Sportswear, playground, gym, whistle, images, a log, balls, piece of wood, sticks, etc.

### **c. Introduction**

#### **Opening discussion**

The teacher discusses with learners on the importance of performing games that develop emotions and checks out whether learners wear sports uniform, and then requests them to remove out unwanted objects which may cause accidents or injury.

#### **Warm up exercises**

Use warm up exercises found at the end of unit one.

#### **d. Lesson body**

##### **Title of the game: Go in the middle of the circle**

##### **Summary of the game**

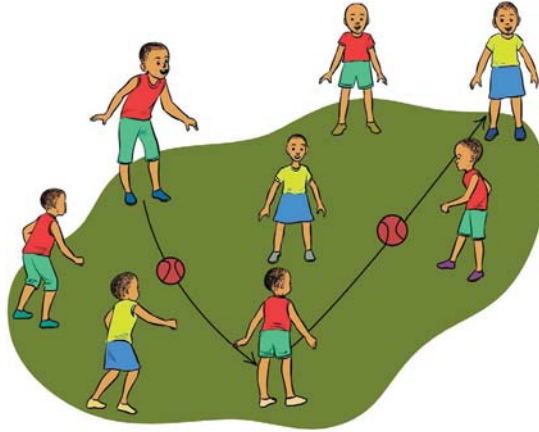
In this game learners who are on the circle pass the ball to their teammates who are at the same circle by avoiding the learner in the center/ middle of their circle from catching the ball.

##### **Organization and rules of the game**

1. Form teams of learners from 6 up to 10.
2. Request learners to make a circle.
3. Let one learner from each group go inside the circle.
4. Give the ball to each team.
5. Give instructions and demonstrate how the game should be played:
  - Learners who are on the circle pass the ball to each other so that the learner in the center may not catch/touch the ball.
  - Learners are not allowed to pass the ball to the learners who are next to them. They have to pass the ball to learners who are at the opposite side.
  - A learner who is inside the court tries to touch the ball.
  - When he/she catches it, the one on the circle who had it before goes inside and they interchange places. When he/she does not catch the ball after 2 or 3 minutes, the teacher tells another learner to go inside the circle.
6. Continue playing the ball, only teacher may stop the game.

##### **Points to consider**

- Observe whether learners are not passing the ball with much force.
- Each learner has an opportunity of throwing and catching the ball.
- The learner who is in the center has a will of passing the ball quickly.



*Fig 2.6: Learners are performing exercises of passing the ball by using hands*

## Cool down

Use some cooling down exercises that are found at the end of unit one.

## e. Assessment

### Closing discussion

#### Reflect

- How did you feel when you were inside the circle?
- How did you feel when you were outside the circle?

#### Connect

- Is there any time your colleagues prevented you from participating with them in any activity? How did you feel?

#### Apply

- What could you do when you find someone who is in a loneliness situation?

### Variation of the game

- Make teams of three learners.
- Two in each group try to prevent the third member from catching the ball.
- To kick the ball on the ground instead of throwing it.
- Increase the number of balls in the play.
- Place learners on the side of throwing in which they are not familiar with.

**Example:** if the learner uses the left arm request him/her to use the right arm.

## 2.5. End of unit assessment

To assess learners' competence, the teacher prepares the following game:

**Title of the game: Go away to the big fish.**

### **Summary of the game**

In this game, learners walk on the ground imitating how fish are swimming but by fleeing other learners who wish to catch them.

### **Organization and rules of the game**

1. Make teams of 6 to 10 learners.
2. Draw a big circle for each team.
3. Request learners for one team to be big fish and others for another team to be small fish.
4. Gives instructions and demonstrate how to play the game:
  - Big and small fish walk inside the circle as if they are swimming.
  - When the teacher says "It is time to eat!" small fish run to flee away from big fish.
  - Big fish try to catch small fish.
  - Prevent learners from pushing each other.
  - Small fish may leave circles to search for their security, but they may remain there in case they are counting with loud voices up to 3(1, 2, 3) then return inside the circle.
  - The learner who is caught becomes big fish.
  - Duration for eating lasts between 10 and 15 seconds. When teacher says "Swim freely!" it's the time for swimming freely, all learners run freely.
5. Continue playing until small fish become big fish.
6. Start the game, those who were big fish become small fish and small fish become big fish. .



*Fig 2.7: Learners are playing the game called “Go away to the big fish”*

### **Points to consider**

- Each learner is interested when you say “it is time to eat!”
- Learners are playing without making collision.
- Learners have changed the roles.

### **Closing discussion**

#### **Reflect**

- When you are running which part of the body gets tired first?
- What have you done in order to escape the big fish?
- How did you feel when the big fish were chasing you?

#### **Connect**

- Is there any time you have ever fled from someone or something that wanted to harm you? When and why were you fleeing away?

#### **Apply**

- What kind of exercises you can perform by preventing being tired for the next exercises?
- What is other importance for those exercises?

#### **Variation of the game**

- Tell learners to jump with one leg instead of running.
- Increase number of seconds for “Time to eat!”, example: between 30 and 45 seconds).

## 2.6. Additional games / Exercises

### a. Exercises/games of movement and coordination

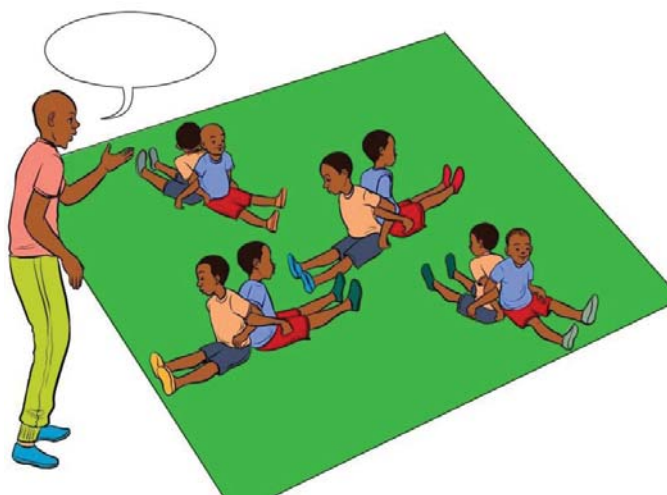
#### Title of game 1: Support me to stand up (Mfashaduhaguruke).

##### Summary of the game

Learners sit down two by two leaning backs to one another and stand up when a teacher gives a sign.

##### Organization and rules of the game

1. Make teams of two learners.
2. Request learners to take places on the playground.
3. Tell learners to sit down leaning their backs to their teammates and join their arms (see the image).
4. Gives explanations and demonstrate how to play the game:
  - When a teacher says “Stand up!” teams of two learners make an agreement and stand at the same time.
  - Learners who are in the team must keep joining together their arms.
  - Give learners in groups of two enough time to stand up.
5. Tell learners to change teams and restart the game.



*Fig 2.8: Exercise of standing up when supported by another one*

##### Points to consider

- Each learner tries to have a common understanding and then stand up.
- All learners have tried to stand up without disjuncting their arms.



## **Closing discussion**

### **Reflect**

- What have you noticed as difficult while you were trying stand up?
- What helped you in order to stand up?
- Which parts of the body have mostly helped you to stand up very well?

### **Connect**

- When do you need to use your arms' force?

### **Apply**

- What is the importance of using force to our body?

### **Variation of the game**

- Tell learners to try standing up while using one leg.

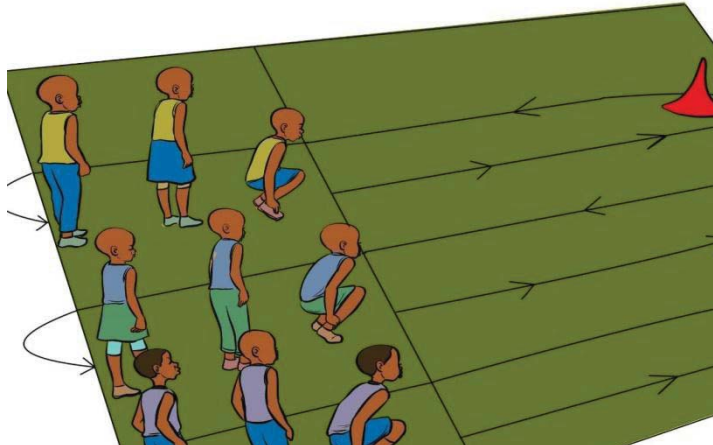
### **Title of game 2: Monkey (Maguge)**

#### **Summary of the game**

In this game, learners run towards where the sign has been placed by imitating the monkey.

#### **Organization and rules of the game**

1. Make teams of 3-8 learners;
2. Tell each team to make a straight line behind the drawn starting line; one learner behind another.
3. Place a cone or another sign at a distance of 15-20 meters in front of each team (see the image).
4. Gives explanations and demonstrate how to play the game:
  - In this game they run by making alternation;
  - Once the game starts, the player at the front of each team, bends and touches his/her heels. Players who are in front run and turn around a cone or another object then return to the starting line and shake hands with the next teammate to give him/her the authorization of running (See the image);
  - Learners should not release their heels while moving;
  - Learners should not hit their knees on their chins. Encourage them to raise their heads.
5. The next learner approaches the starting line and does not run until the first touches him/her in his/her hands.
6. The game continues until all learners finish.



*Fig 2.9: Monkey game*

### **Point to consider**

- Learners are still holding their heels always during the game.
- Learners wait their teammates to shake hands with them before running.

### **Closing discussion**

#### **Reflect**

- What was difficult while you were running?
- Which body parts were mostly used?

#### **Connect**

- Which other activities do you require you to bend your back?

#### **Apply**

- What is the importance of doing physical exercises?

### **Variation of the game**

- Change the part of the body to be touched by the learners while walking. Examples: back or head);
- Start running but place barriers on roads so that learners must jump over them.

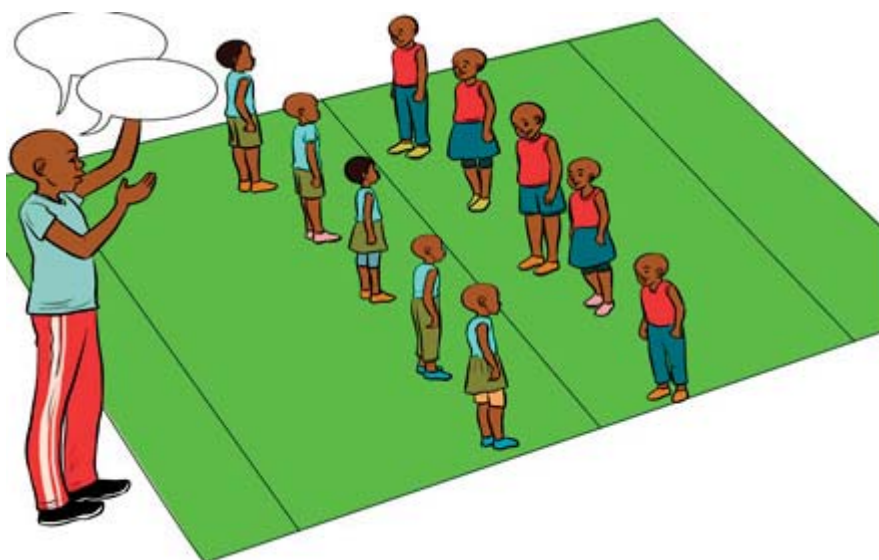
### **Title of game 3: Ravens and cranes (ibikonan'imisambi)**

#### **Summary of the game**

In this game, members of the team try to reach the area with security without being touched by another team.

## Organization and rules of the game

1. Divide the court into four parts: Two parts for security and two parts where the game is played (See the image);
2. Make two teams with equal players: one team called ravens and another called cranes;
3. Tell learners to make extended lines of two teams facing one to another, one near his/her teammate (see the image);
4. Tell learners who are in the same team to leave 1 meter between them;
5. Teams must be separated by 1 m;
6. Gives explanations and demonstrate how the game is played:
  - When the teacher says “Ravens”, ravens chase cranes up to their security area?
  - When the teacher says “Cranes”, cranes chase ravens up to their security area?
  - A learner who is caught before reaching the security area changes the team.
7. The game continues until no learner is left in one of those two teams;
8. Hope that the part reserved for the game is enough so that the game should be played easily;



*Fig 2.10: Ravens and cranes game*

### **Points to consider**

- The learner who was caught changes the team.
- All teams have respected the distance between them.

### **Closing discussion**

#### **Reflect**

- What body parts have you used most in this game?

#### **Connect**

- In which other activities do you need to use legs?

#### **Apply**

- What is the importance of having strong legs to the human body?

### **Variation of the game**

- Increase the length of each field.
- Say “attention....” before saying ravens or cranes to let learners be ready enough.
- Tell learners to sit down every time you say “raven” or “crane”, and then they must stand up before running.

### **b. Exercises/games that develops intelligence**

#### **Title of game 1: Saveri/Saverina**

#### **Summary of the game**

While playing the game learners imitate what a leader of the game is doing.

Organization and rules of the game

1. Request a boy to play named saveri and a girl play named saverina;
2. Tell learners to go on the field in which the game is to be played, then focus on saveri or saverina based on the leader of the game;
3. Give explanations and demonstrate how to play the game:
  - Learners must do what Saveri asks them to do. Example: Saveri must first of all say: Saveri says “touch to your toes” all learners must touch on their toes;
  - When saveri says that: “touch to your toes” but without saying that “saveri says that.....” learners do not do what saveri has said. They have to hear that Saveri has started with the statement that says that “Saveri says that.....”.
  - Saveri tries to put learners in confusion so that they can make mistakes. Example: “ Saveri says that.....” touch to your noses, Saveri says that “ Jump on the air”, “ Turn around yourself”;

- It is possible that learners turn around themselves and forget that Saveri did not say: “Saveri says that....”;
- When a learner does it but Saveri did not start with the word “Saveri says that”, that learner must run around others or jump up where he/she reaches five times;

4. After some given minutes, let another learner be Saveri or Saverina.

### **Points to consider**

- Each learner is respecting instructions given by Saveri and Saverina.
- Learners who failed have run around or jumped.

### **Closing discussion**

#### **Reflect**

- What was the most difficult thing in the game?
- What was required in order to respect what Saveri and Saverina has asked to do?

#### **Connect**

- When is it important to be attentive in life?

#### **Apply**

- What could you do in order to listen carefully to what people tell to you?

### **Title of game 2: Eye contact**

#### **Summary of the game**

Learners observe someone who is performing eye contact, after each eye contact, learners change their positions.

#### **Organization and rules of the game**

1. The teacher makes groups of 6-12 learners;
2. Request each learner to select a partner;
3. Learners who are grouped together one becomes A another becomes B;
4. Ask learner A to sit down on the circle then request learner B to kneel down behind his/her partner;
5. Ask two learners to separate themselves and kneel down;
6. Give explanations and demonstrate how to play the game:
  - In this game learners who miss their partners behind must search for them. To accomplish this, one of learners who kneels down must perform eye contact to one of the learners who are sitting

and immediately tries to leave his/her place towards the one who performed an eye contact

- By that, a learner who kneels down behind the one trying to escape must do all possible to prevent one who is sitting from leaving the place by knocking smoothly at the back before he/she stands up. When this one is knocked at the back, he/she cannot stand up;
- Learners who kneel down must point their eyes over the head of the learners who are sitting in front of them;



*Fig 2.11: Learners are performing eye contact game*

### **Points to consider**

- Learners who kneel down point their eyes only over the head of their partners.
- Learners do not hurt each other when one is knocking another's back.
- Learners stand up only when the eye contact was performed towards them.

### **Closing discussion**

#### **Reflect**

- What was difficult in this game? What was easy for you?
- Who can explain to us the meaning of not being distracted?
- Has not being distracted helped you during this game?

## **Connect**

- Is there any other time you needed to be attentive?
- What helped you to be attentive?

## **Apply**

- What will you do so that you can see clearly what you are shown?

## **Variation of the game**

- Learners kneeling down may perform eye contact to many learners and then those ones come quickly to sit down in front of the performer

## **Title of game 3: Colorful (Nyamabara)**

### **Summary of the game**

It is a game where learners run by moving around the circle when someone calls their color, they try to first touch on the object that is located inside the circle.

### **Organization and rules of the game**

1. Make groups of 3-6 learners.
2. Place teams facing the center of the circle (see the image).
3. Give learners of each group a name of a color.
4. The first learner in each team is to be called "Red". The second "Blue", the third "Yellow", the fourth "Green", the fifth "White" and the sixth "Black".
5. Place a ball or a sign inside the circle (see the image A).
6. Give explanations and demonstrate how to play the game:
  - The teacher calls a color (example "Red"), learners who are called Red must run around the circle through the direction of needles' watch until they return back into their team.
  - While Red are running, other learners on the circle build a bridge in each team by joining together their hands over their heads, then they make a road that goes straightly towards the center of the circle (see the image B). Learners who are running must pass under the bridge made by their teams then touch on the ball or another sign placed inside the circle.
7. The player who touches the ball or other sign which is inside the circle before others, his/her team gets one point.
8. The game is over when the team gains required points (Example: 10 points).

### **Points to consider**

- Know whether learners are running in the same direction to avoid colliding with others.
- All learners have memorized the names of their colors.
- A learner who has run has the name of the color which has been called upon?

### **Closing discussion**

#### **Reflect**

- What was difficult in this game?
- How did you know you are the next?

#### **Connect**

- Is there any time you were asked to listen in order to hear whether your name has been called? Give an example.

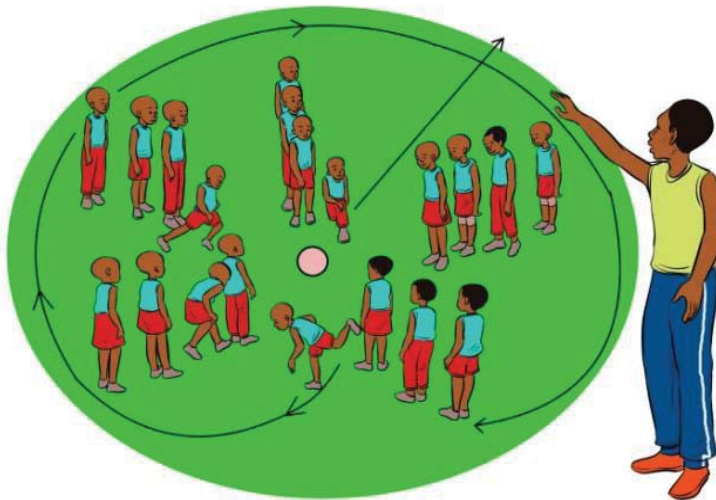
#### **Apply**

- When do you need to keep quiet in your life?
- How could you behave when there is someone explaining to you what to do?

### **Variation of the game**

- Call names that begin with the same letter.
- Change the ways of running: Example, request them to jump, or run over the obstacle placed in the path.
- Place many things in the middle to give chance many teams to get points.





*Fig 2.12: Colorful game performance*

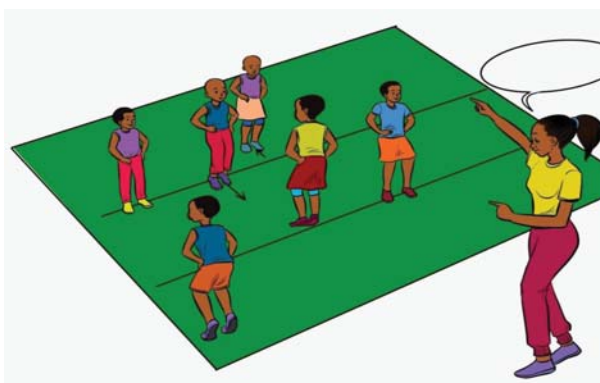
#### **Title of game 4: Directions (Amerekezo)**

##### **Summary of the game**

It is a game that requires learners to play it by making movements respecting instructions.

##### **Organization and rules of the game**

1. Tell learners to stand in the court and one faces another touching their waists. Tell learners to point to the following directions: left, right, in front and the back.
2. Gives explanations and instructions:
  - This game bases on the ways of leading.
  - Tell learners directions that may be oriented (Example, “Go to the left”, “Go to the right”).
3. When a teacher says that:
  - Go to the right, they jump towards the right.
  - Go to the left, they jump towards the left.
  - Go in front f, they jump towards the front.
  - Go at the back, they jump towards the back.
4. Only the teacher takes a decision of stopping the game.



*Fig 2.13: Playing the related to directions*

### **Points to consider**

- Learners are free having no disturbance.
- Learners are moving to the right direction.

### **Closing discussion**

#### **Reflect**

- Were you interested in this game?
- What did you do to know about the direction in which you are moving to?

#### **Connect**

- Is there any another time you needed to be attentive?

#### **Apply**

- What are you going to do in order to go into the desired direction?

### **Variation of the game**

- Give learners many directions to go in and tell them to go into the right direction after another. (**Example:** “Make two steps forwards and jump three times towards the right”).

**Title of game 5:** Go quickly, slowly; stop

### **Summary of the game**

In this game, a learner is requested to remember the action that is representing a mentioned color.

### **Organization and rules of the game**

1. Tell learners to stand inside the field.
2. Announce colors to be used: Red, yellow and green.
3. Give explanations and demonstrate how to play the game:

- “Red” means stop where you are and no moving.
  - “Yellow” means go slowly.
  - “Green” means go quickly. (Here learners are requested to imitate someone who is riding a bicycle or a car, and go freely in the playing field and avoid pushing their colleagues while walking.)
4. Learners continue to move, standing straight until another name is called.
  5. Train them to speak out colors before starting the game.

### **Points to consider**

- Learners are performing matches with colors which have been called out.
- Learners are following very well.

### **Closing discussion**

#### **Reflect**

- When did you stop going quickly and going slowly?
- Which requirements do you need to do what the teacher has asked you?

#### **Connect**

- Is there any time in your life you need to take time to listen carefully to what others are telling you? Give an example.

#### **Apply**

- What are you going to do in order to understand well what others have told you?
- What are the benefits of listening carefully to what others are telling you?

### **Variation of the game**

- Start the game but change colors.
- Tell learners ways of standing up before starting the game.

Examples: “When I say red, stand with one leg the other on air, pointing your finger towards your nose.”

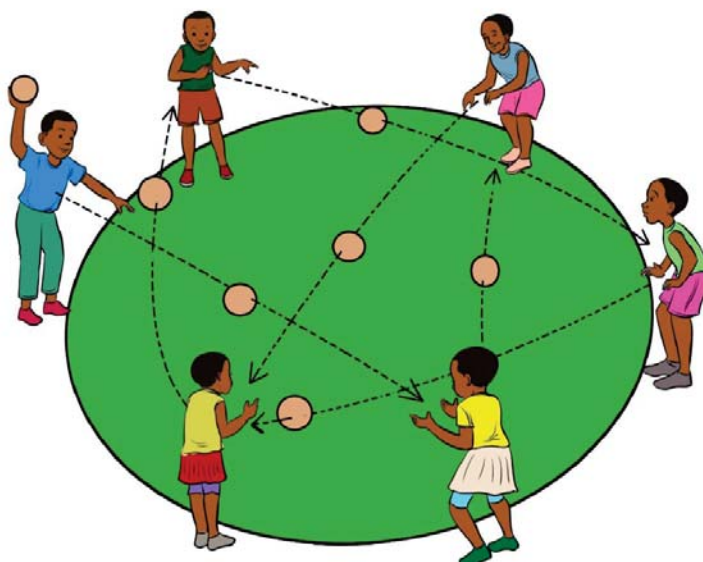
### **Title of game 6: Do you remember whom you have thrown the ball to? (Uribuka uwo wanagiye umupira)?**

#### **Summary of the game**

In this game, learners make a circle and try to remember the names of their teammates.

## Organization and rules of the game

1. Make teams of learners which consist of 6-10 members, each group makes a circle.
2. Give the ball to one learner in each team.
3. Give instructions and demonstrate how to play the game:
  - One learner in each team stands with the ball in his/her hands and speaks out the name of his/her teammate. Before throwing the ball, the learner must be sure of the receiver of the ball.
  - The receiver, after receiving the ball speaks out the name of the other learner and throws to him/her the ball. The game continues in that way.
  - Each learner must receive and throw the ball only once.
4. Tell a learner to show the receiver of the ball he/she threw to by pointing at him/her.
5. When a learner does not remember the receiver of the ball, she/he repeats the exercise.
6. When the learners have understood the concept of the game, count the number of times they must pass the ball from the first till the last.
7. Continue the game and tell learners to perform better for each round/time.



*Fig 2.14: Exercise of throwing the ball*

### **Points to consider**

- Learners remember names of other learners.
- Learners throw the ball to every learner who is on the circle only once.

### **Closing discussion**

#### **Reflect**

- What was difficult in the game?
- How did you detect the one to pass the ball to?

#### **Connect**

- When do you need to remember what you have seen?

#### **Apply**

- What should you do when they teach you something to be asked again?

### **Variation of the game**

- Add 2 or 3 balls. Tell each team to throw the ball in the same way in different periods separated by 5-10 seconds.

### **c. Exercises/games that encourage interaction with one another**

#### **Title of game 1: Pass through my leg and make me free**

#### **Summary of the game**

In this game, learners try to play like cats and remain static without their movement.

#### **Organization and rules of the game**

1. Take one learner to play the role of a cat. That learner tries to catch other learners. When the team is big, learners who are playing the role of cat could be more than one.
2. Gives explanations and demonstrate how to play the game:
  - When the learner who is playing the role of cat catches someone, the one who is caught should stop, and stand with separated legs.
  - That player will play again when one of his/her teammates passes under his or her legs.
3. The game is over when all players have been put in a static position.
4. A player, who has been caught last, is the one to play the role of the cat for the next game.

### Points to consider

- Learners try to release their teammates by passing under their legs.
- All learners who have been caught stop and do not move.



*Fig 2.15: A learner is passing through the leg of his teammate*

### Closing discussion

#### Reflect

- How did you feel when you were caught and did not make any movement?
- Which strategies have been used to release the learner who has been caught?
- Is there anyone who remembers one person he/she helped to become free (or to move again)?

#### Connect

- Is there anyone who remembers the time in which a friend helped him/her to escape from the difficult period? Could he/she explain?
- How did he/she feel?

#### Apply

- Could you give other examples of other things you could do in order to help other people who need support?

### Variation of the game

When a learner is released, he/she must remain joined together with the one who released him/her and tries to avoid being caught.

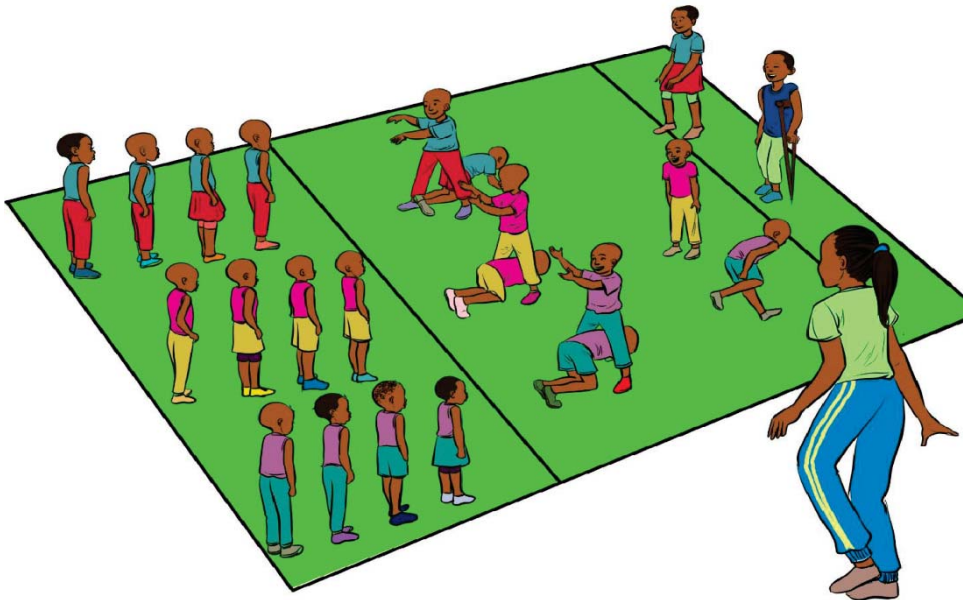
## **Title of game 2: Human barriers**

### **Summary of the game**

In this game learners try to jump by imitating sheep, passing through the road with barriers consisting of learners who are in their team.

### **Organization and rules of the game**

1. Draw the starting and finishing lines by using a white piece of chalk or other objects. The finishing line is placed at a distance of 15 to 20 meters.
2. Form two teams consisting of 6-10 learners.
3. Tell each team to stand behind the starting line.
4. Appoint two volunteers learners in each team to play the role of being a barrier.
5. Give explanations and demonstrate how to play the game:
  - Each learner runs his/her turn, by jumping like sheep and pass under the human barrier.
  - Human barriers must stand up so that a runner passes between their legs.
  - When learners go beyond human barriers they become new barriers. This avails enough barriers up to the finishing line.
  - The objective of this game is that all team members go beyond the finishing line by passing under all additional barriers.
6. Tell the next learner to run when the last player becomes a new human barrier.
7. Do all possible to let all learners pass under all barriers.
8. Restart the game but by changing their roles and the way they are playing so that the last player becomes a first barrier.



*Fig 2.16: Learners are performing the game called the Human barriers*

### Points to consider

- Know whether you have given enough explanations to the learners and everyone who is playing in the game should walk on a moderate speed.
- Learners are jumping the barriers carefully.
- They respect security of their teammates.

### Closing discussion

#### Reflect

- How do learners feel when they become barriers?
- What were the requirements to support their teammates?

#### Connect

- Is there any other time you met barriers that required your support for escaping?

#### Apply

- Have you ever met a problem that you could not solve yourself? In case you meet that problem how can you escape from it?

### Variation of the game

- Tell all learners to make one line of human barriers in a running game except A. When A finishes running, makes another barrier. Says “Come!” to show that the first human barriers must stand and start to run.



### Title of game 3: Wolf's tail.

#### Summary of the game

In this game, a team consists of 3 learners working together in order to avoid being touched on their tails.

#### Organization and rules of the game

1. 2 or 3 learners play as a horse riders;
2. Form 3 groups;
3. Tell each team to make a line;
4. Give explanations and demonstrate how to play the game:
  - Each team that is on the line plays as a wolf. Each learner who is in a team has one part of a bear based on his/her position on the line: the learner in front is the head, one in the middle is a trunk, and that at the end is a tail;
  - Either riders of the horse or learners play as wolves; they must always hold their teammate who is in the front;
  - Learners who play the role of the bear must work in a team in order to keep a distance between them and the riders. Riders try to catch the wolf by touching on its tail.
5. The wolf should not be separated because when it is separated its head becomes a tail;
6. When a rider catches a wolf, the head becomes a rider of the horse, then a rider of the horse becomes a wolf;
7. Only the teacher sets the time limit of the game.



*Fig 2.17: Performance of the game called Wolf's tail*

#### Points to consider

- Learners are running easily without being separated.

## **Closing discussion**

### **Reflect**

- How did you feel when you were playing the role of a wolf?
- When you were playing as wolf, which part interested you most? Explain why so.

### **Connect**

- Is there any other time in your life when you lead others?
- Is there any other time you did activities in a team but everyone had specific responsibilities?

### **Apply**

- What is the importance of working in a team when each one has a specific responsibility?

### **Variation of the game**

- Request the heads of the wolves to touch the tails of other bears instead of riders of the horses;
- Increase the number of learners who form wolves and ask them how they feel when they support their team that becomes big.

## **Title of game 4: Joined cats**

### **Summary of the game**

In this game learners avoid being caught by trying to touch elbows of the other learners who are in groups of 2.

### **Organization and rules of the game**

1. Make groups of 2 learners;
2. Tell groups of two to go in the field;
3. Ask each team to start the game by trying to catch others;
4. Tell another team to start the game by fleeing people who wish to catch it.
5. Tell other teams of two learners to join their arms at the elbow area (see the image).
6. Give explanations and demonstrate how to play the game:
  - When the game starts, the followers try to catch learners who are escaping.
  - When followers (Join their arms together) catch players they join together their arms and try to catch the fourth.
  - When the followers' group becomes 4, immediately they make two teams.

7. They continue playing until all learners become followers.
8. The winner is the learner who has been caught last or a learner who has not been caught.



*Fig 2.18: Joined cats game*

### Points to consider

- Learners are joining their elbows and do not separate their arms.
- All learners played the game, hunting and fleeing.

### Closing discussion

#### Reflect

- How did you feel when you were hunting or being hunted?
- How did they feel when they helped someone who was escaping while he/she requested them to touch their elbow?

#### Connect

- In your life, do you remember one time someone helped you when you needed help? How did you feel?
- Is there any time you have ever helped someone? What was happening?

#### Apply

- In which situations can you help someone?

### Variation of the game

Make teams A and B, and give the opportunity of disturbing by saying “it’s closed” when he/she tries to search for a way to flee.

#### **d. Exercises/games that develop emotions**

##### **Title of game 1: Guess the animal**

##### **Summary of the game:**

Learners make a circle and imitate the sound of an animal by changing their voice.

##### **Organization and rules of the game**

1. Make teams that consist of 6-8 learners;
2. Request each team to make a circle;
3. Explain to the learners that each one must detect the voice of everyone;
4. Give them 2 or 3 minutes to train themselves to master speaking out names of their teammates at the same time memorizing them.
5. One learner in each team becomes a searcher of an animal (Blindfold a searcher of an animal and give to him/her a stick). Ask the one who is searching for an animal to stand inside the circle.
6. Give explanations and demonstrate how to play the game:
  - Learners on the circle walk in the direction of needles' watch;
  - When the searcher of an animal beats down a stick 3 times, learners should stop.
  - A searcher of an animal points a stick in any direction of the circle. A learner who is closer holds another end of the stick.
  - The learner who holds a stick imitates the sound of the chosen animal. A searcher of an animal tries to guess the animal's sound. The searcher of an animal has 3 trials only.
  - When 3 trials are over without detecting the animal's sound, a learner who is pointed at with the stick becomes the searcher of an animal.
7. They continue to play until all learners have become searchers of an animal.
8. Observe whether learners are using a stick in the right way.

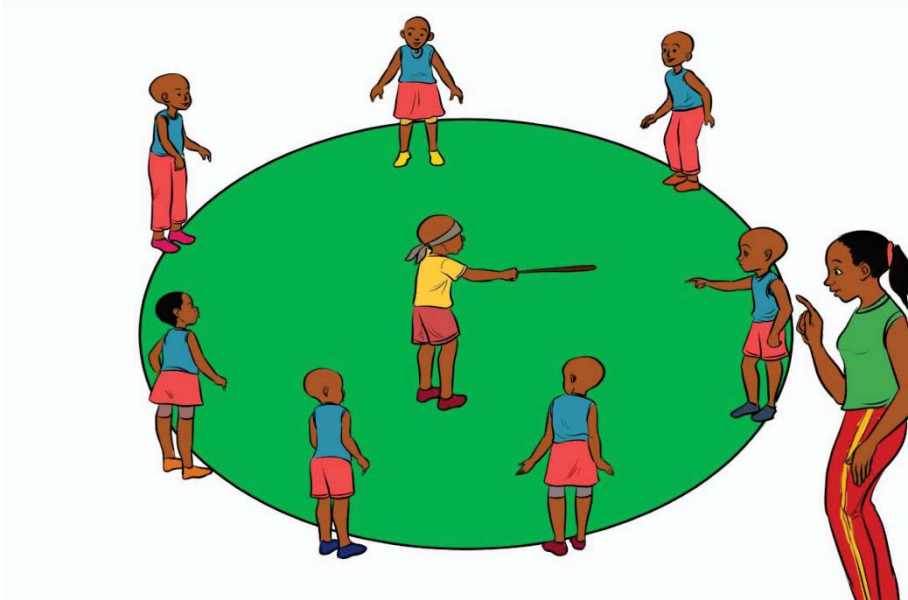


Fig 2.19: Learners are imitating the voice of animals by changing their voice

### Points to consider

- Learners who are inside the circle are well blindfolded so that they cannot see the holder of the stick.
- Learners have a similar sound of the animal they are imitating.
- Learners have opportunities of searching an animal.

### Closing discussion

#### Reflect

- How did you feel when you were imitating an animal's sound in front of your teammates?
- What did you think while you were rotating on the circle?
- What was difficult when you were blindfolded?

#### Connect

- Is there any other time you detected the name of a person or another thing sounded far away? Give an example;
- In which other situations can people change their voice or change their appearances.

#### Apply

- Why is it important to know how to differentiate peoples' voices and different sounds of objects?

### **Variation of the game**

- Tell 2 learners to imitate an animal's sound at the same time.

### **Title of game2: Royal entertainer**

#### **Summary of the game**

Learners on the circle try to choose a learner to make them laugh.

#### **Organization and rules of the game**

1. Make groups of 6-10 learners;
2. Request each group to make a circle;
3. Request a volunteer to be a royal entertainer and stand inside the circle;
4. Give explanations and demonstrate how to play the game :
  - Royal entertainer makes one member of the team laugh.
  - A royal entertainer has only one minute (1 min ) to do all possible things in order to make one of the team members laugh.;
  - When a learner laughs, he/she becomes a new royal entertainer and goes inside the circle. When two or more learners laugh at the same time, they choose one of them to be a new royal entertainer;
5. Only the teacher may end the game.

#### **Points to consider**

- All learners have become royal entertainers
- Learners are trying to make others laugh

#### **Closing discussion**

##### **Reflect**

- What amused you in this game?
- What did you think when you became a royal entertainer?

##### **Connect**

- What is the best thing that can make you laugh?

##### **Apply**

- In which period do you think you may need to make other laugh?
- What is the importance of laughing in life?

### **Variation of the game**

- Tell 2 learners to be royal entertainers at the same time.
- Let learners make teams consisting of 3 learners and give them 5 minutes to think about the game or another action that may make other learners laugh.

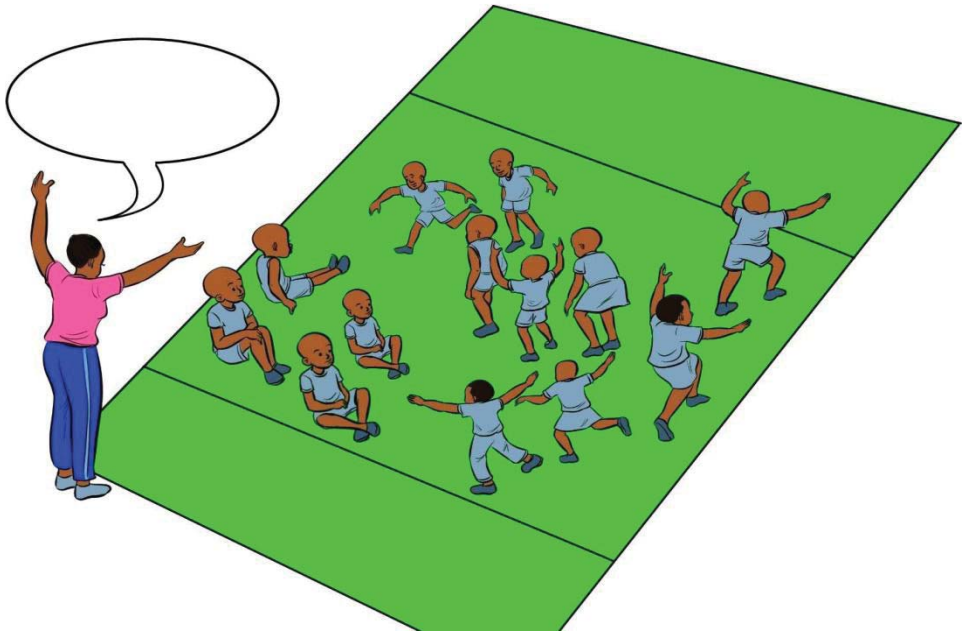
### **Title of game 3: Spider (Igitagangurirwa)**

#### **Summary of the game**

It is the game played by spiders where they try to catch a fly.

#### **Organization and rules of the game**

1. Divide the field into 3 parts. The middle part should be bigger than others (see image).
2. Explain to learners that the middle part is compared as a spider web, and the left parts on both sides are compared as a forest.
3. Ask learners to list foods for spiders (example: flies and other small insects).
4. Two learners play in the place of spiders;
5. Ask spiders to sit down in their web and seem as if they are sick (see the image), all the remaining learners are called flies.
6. Tell learners to buzz like flies (Example: “Bzzz……Bzzzz”).
7. Give explanations and rules of the game:
  - They start buzzing like flies near spiders.
  - When a teacher says “Spiders stand up!” spiders stand up and try to catch many flies as possible.
  - A fly may escape and hide in the forest. It is not possible to catch them when they have arrived in the forest.
  - When a fly is caught it becomes a spider and joins a team of spiders. And the game restarts again.
  - The game continues until all flies are caught.
  - Start the game with other learners and take time to imitate spiders.



*Fig 2.20: Performance the game of Spider*

### Points to consider

1. Observe whether the size of the field matches with the number of the learners.
2. A fly buzzes near spiders that are lying down far away from the forest.
3. All learners have become spiders.

### Closing discussion

#### Reflect

- What was difficult in this game?
- How did you feel when you reached in the forest?

#### Connect

- Is there any time you ever fled away from something until you felt secure? Explain.
- Do you know other actions that can cause less security?

#### Apply

- What could you do in the family so that you feel secure?

### Variation of the game

Sometimes learners may say “Rain down!” instead of “Spider Stand up!” and tell a fly to chase spiders and then flee to the forest.





## UNIT 3: PHYSICAL EXERCISES/GAMES

# 3

### 3.1 Key unit competence:

Learners will be able to perform various exercises of running, jumping and throwing.

### 3.2. Prerequisite

Learners of P1 will perform better physical exercises and games if they are able to perform basic physical exercises and games and to explain their importance.

### 3.3. Cross cutting issues

When a learner is performing exercises and games he/she will also develop the following:

- **Gender equality:** Boys and girls will play together without discrimination.
- **Peace values:** When learners are playing a game together they develop friendship and tolerance.
- **Inclusive education:** Learners with special needs will be given opportunities of performing exercises, games suitable for their abilities.
- **Environmental sustainability:** A teacher trains learners to be where they are playing.

### 3.4. List of lessons

	Lesson	Learning objectives	No of lessons
1	Exercises of running the distance between 20-30m.	Perform exercises of running that increase strengths by respecting instructions.	1
2	Jumping exercises	Perform better exercises of jumping with self-confidence.	1
3	Exercises of throwing and receiving the ball	Throw and receive the ball in various ways with a straight or bent arm.	1
4	End of unit assessment	Observe how learners are performing the physical exercises.	1

## **Lesson 1: Exercises of running distances between 20-30m**

### **a. Prerequisite**

Learners of P1 will be able to perform better physical exercises and games if they are able to perform basic exercises and to have other general skills of doing basic Physical Education and Sports exercises.

### **b. Teaching resources**

Sports wears, field/playground, whistle, images/pictures, tennis balls, standard balls, baskets, ropes and cones.

### **c. Introduction**

#### **Opening discussion**

A teacher discusses the importance of performing running exercises, and other things which may facilitate a good deliverance of the lesson.

#### **Warm up exercises**

Use warm up exercises found at the end of unit 1.

### **d. Lesson body**

#### **Title of the game: A sheep and a wolf**

#### **Summary of the game:**

In this game a sheep runs by trying to escape a wolf.

#### **Organization and rules of the game**

1. Make teams consisting of 10-15 learners.
2. Request each group to select a shepherd and a wolf.

When the teacher gives a sign, a shepherd calls his/her sheep and flees away from the wolf. Sheep must not go beyond the court/field.

3. When a sheep is caught, it must run with one leg and help the wolf to catch sheep.
4. The duration of the game is 20 minutes.
5. The winner(s) is/are (the) sheep that was/were not caught.
6. Players must run the distance between 20-30m
7. Players must respect rules/ instructions of the teacher.



*Fig 3.1: Learners are performing running exercises*

## **Cool down**

### **Example of a cool down game**

Use a cool down exercise/game found at the end of unit one.

### **e. Assessment**

### **Closing discussion**

### **Reflect**

- How did you feel after being caught?
- Was it easy to run with one leg?
- Was it difficult to catch a sheep?

### **Connect**

- Is there any other time you needed to flee or to catch something?

### **Apply**

- What do you think the exercise of running will help you in life?

## **Lesson 2: Jumping exercises**

### **a. Prerequisite**

Learners of P1 will perform better jumping exercises if they are able to execute basic exercises of jumping, and other general skills of Physical Education and Sports.

### **b. Teaching resources**

Sports wears, field/playground, gym, whistle, images/pictures, tennis balls, balls, baskets, ropes and cones.

### c. Introduction

#### Opening discussion

A teacher discusses with learners the importance of doing jumping exercises, and gives other pieces of advice that may support the deliverance of the lesson.

#### Warm up exercise

Use warm up exercises found at the end of unit one.

### d. Lesson body

Title of the game: Jumping a rope

Summary of the game

In this game two learners take a rope and swing it as others jump it. One learner may swing the rope at the same time jumping it.

#### Organization and rules of the game

1. Jumping a raised rope a bit and jump on all sides.
2. Jump a rope while standing at the same place (this is an individual exercise).
3. Jumping a rope of 3 learners, 2 learners hold the rope and swing it then the third jumps it, they change roles so that all learners jump the rope.



*Fig 3.2: Learners are jumping the rope*

#### Points to consider

- Learners were using force to facilitate them to jump in all sides.
- Learners try to jump all together without moving here and there.
- Learners work together to help their teammates to jump the rope.



*Fig 3.3: Jumping exercises*

### **Cool down**

Use cool down exercises/games found at the end of unit one.

### **e. Assessment**

#### **Closing discussion**

#### **Reflect**

- How did you feel when you were jumping?
- How did you manage to jump for a long time?

#### **Connect**

- Is there any time in your life when you tried to jump something?

#### **Apply**

- Are there benefits for your health when you were jumping the rope?

#### **Variation of the game**

Increase the number of learners who are jumping at the same time.

Change the way of swinging the rope (example: swing forward and then backwards).

### **Lesson 3: Exercises of throwing and receiving the ball**

#### **a. Prerequisite**

Learners of P1 will perform better exercises of throwing and receiving the ball if they are able to perform basic throwing and reception exercises and have general ability of doing Physical Education and Sports exercises.

## **b. Teaching resources**

Sports wears, field/playground, gym, whistle, images/pictures, tennis balls, balls, baskets, ropes and cones.

## **c. Introduction**

### **Opening discussion**

A teacher discusses with learners the importance of doing throwing and reception exercises.

### **Warm up exercises**

Use warm up exercises found at the end of unit one.

## **d. Lesson body**

Choose the following game or one of the games/exercises which are at the end of unit two.

### **Example 1: Title of the game: Hunting (umuhiigo)**

#### **Summary of the game**

In this game, learners try to shoot the ball to their teammates. They can pass the ball from one to another in order to shoot them improvingly.

#### **Organization and rules of the game**

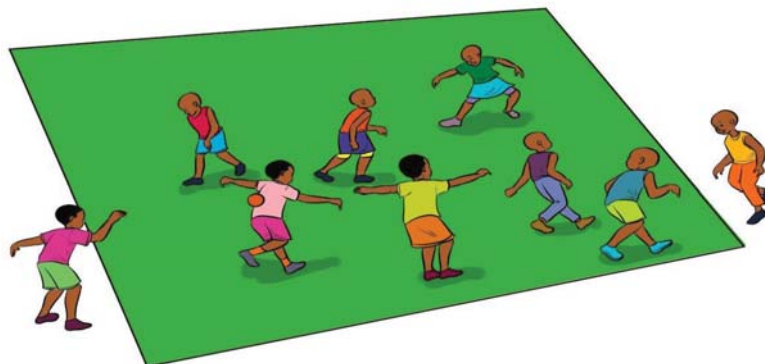
1. Put learners on the ground;
2. Let one player be a hunter;
3. The hunter remains behind with the ball;
4. The hunter tries to throw the ball by trying to hit the player.
5. A player who is hit by the ball becomes a hunter and joins the first behind the field.
6. Hunters may pass the ball to each other to make up other players;
7. When hunters become 3, they may not make more than 2 steps while holding the ball, they must pass the ball to each other or shoot other players.
8. A player who goes beyond the boundary of the field becomes a hunter.
9. The game is over when there is only one player who has not been touched by the ball. This one is the winner.

#### **Points to consider**

- A learner tries to shoot his/her teammates by using the ball.
- The ball which they are using is soft so that it cannot harm other

players.

- A learner who is shot becomes a hunter.



*Fig 3.4: Exercises of throwing the ball*

### **Cool down exercises**

Use cool down exercises found at the end of unit one.

### **e. Assessment**

#### **Closing discussion**

#### **Reflect**

- Was it easy to shoot at your teammates?
- Which strategies have you used to shoot at them?

#### **Connect**

- Is there any time you targeted something and shot it? Give an example.

#### **Apply**

- What is the importance of throwing exercises to our body?

#### **Variation of the game**

- Increase the number of learners on the field. Learners who were shot remain in the center of the court until all learners finish. The last one is the winner.

#### **Example 2: Title of the game: Let's defeat them**

#### **Summary of the game**

In this game, players are passing the ball amongst themselves.

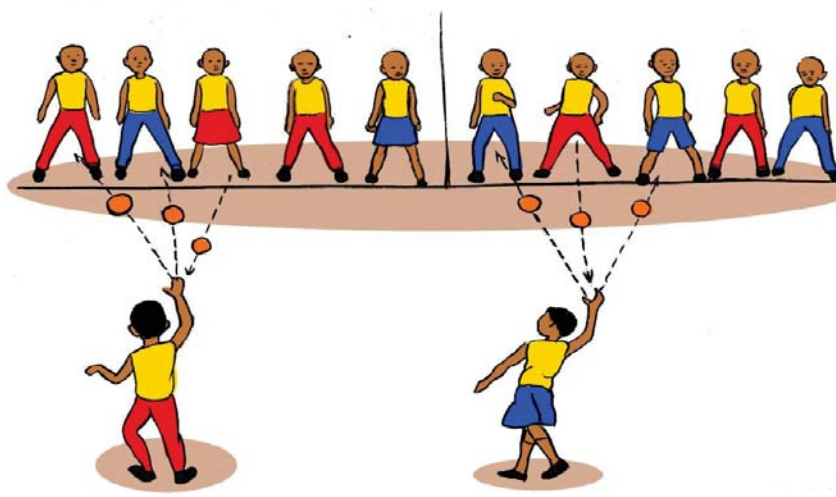


### Organization and rules of the game:

1. Divide players into teams with equal players.
2. Each team stands on the line.
3. One player in each team stands at a distance of 5-6cm in front of his/ her team with the ball in the hands.
4. When the teacher gives the sign, a player who possesses the ball throws it to the first from a higher team then this one returns the ball back to the thrower.
5. Continue to throw the ball to players, one by one up to the last player.
6. When the ball has been thrown to all players, the last player changes place with the thrower.
7. The game continues this way until all players finish playing.
8. The winning team is the team which has the player who has returned to the initial place first (before others).

### Points to consider

- Learners stand based on the teacher's instructions.
- A learner who receives the ball can return it back to the thrower.
- Every learner has gone in front to throw the ball to others.



*Fig 3.5: Exercises of passing the ball*

### Cool down

Use cool down exercises found at the end of unit one.

## **f. Assessment**

### **Closing discussion**

#### **Reflect**

- How do learners feel after throwing the ball from the first up to the last?
- Which strategies have you used in order to finish first?

#### **Connect**

- Is there any other time in which you competed with your teammates to finish first? Explain.

#### **Apply**

- What is the importance of such kind of game?

#### **Variation of the game**

- Increase the number of learners and those who have been shot stay behind.

### **3.5. End of unit assessment**

The teacher will use a game to evaluate whether learners are able to perform what is planned to be learnt in this unit.

#### **Title of the game: Health insurance**

#### **Summary of the game:**

In this game, learners run by trying to flee from their teammates who are chasing them.

#### **Materials:**

These include: Field/playground, piece of chalk or any other material which may be used to show the area for counselling and the secured area.

#### **Organization and rules of the game**

1. Form two teams, one is “Health counselors” the other is people/citizens who did not pay health insurance.
2. Prepare enough space of secured area at a distance of 3m behind the field and another place reserved for counseling in one of the 4 corners of the field.
3. Place people who did not pay the health insurance in the secured area then a health counselor stands in the middle of the court/field.

4. When a teacher gives/shows a sign, those who did not pay health insurance leave the secured area and run into the field. The health counselor tries to catch them. People who did not pay health insurance try to flee far away from the health counselor but they are not allowed to go beyond the playground boundaries. One who is caught is brought in the counseling area.
5. Those who are caught hold hands to another.
6. The counseling area should be protected by 3 health counselors, they prevent people who did not pay health insurance to come and liberate their colleagues.
7. When a free learner touches on one of the caught learners, the game stops and players change their roles.
8. After two games, the team which has a small number of caught learners is the winner.

### **Variation of the game**

Learners may change the game, where those who are chasing others use a ball, and one who is shot comes to help them to chase others.

### **Closing discussion**

#### **Reflect**

- Was it easy to escape from the health counselor?
- Which strategies did you use in order to catch people who did not pay health insurance?

#### **Connect**

- Is there any time you ran from something which was chasing you? Which strategies did you use?
- What is the importance of paying health insurance?
- Is there any other time you needed to run quickly?

#### **Apply**

- What is the importance of running exercise for your life?
- What will you help your neighbors about health insurance?

### **3.6. Additional exercises/games**

#### **Title of the game: I can jump much more**

#### **Summary of the game:**

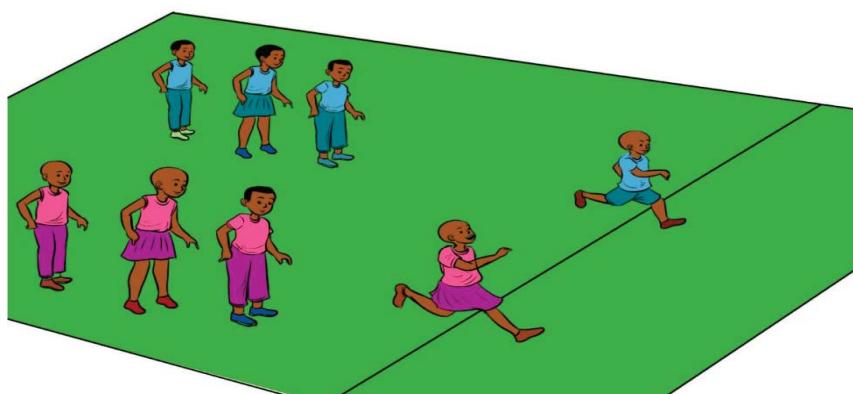
It is a game of jumping where the first player for each team jumps makes a long jump and the next player jumps from where the first has jumped.

## Organization and rules of the game

1. Divide learners into teams with equal team members.
2. All teams start on the line.
3. When a teacher gives/shows the sign, the first player from each team jumps forward performing long jump.
4. Put a sign where the first jumper placed his/her heel.
5. The next one stands where the first had put his/her heel.
6. Continue this way, the next player stands on the mark of the feet of one who has just jumped before him/her.
7. When the last learner finishes to jump, declare the winning team based on the distance the players have jumped.

## Points to consider

- Learners try to jump forward?
- The next learner tries to stand on the mark where the first has put his/her heel?



*Fig 3.6: Exercises of jumping*

## Closing discussion

### Reflect

- How did you feel when you were going to jump?
- Is there any barriers or difficulties you met when you were jumping?

### Connect

- Is there any other time you jumped unprepared? What happened?

**Apply**

- What is the importance of jumping exercises to your life? Give an example.

**Variation of the game**

- Learners may change the length; go jumping towards sides or backwards.

## 4.1. Key unit competence:

To perform dribbling, shooting and playing a simple game needs cooperation.

## 4.2. Prerequisite

Learners of P1 will be able to perform better exercises and games of football if they are able to perform basic exercises of football game and to be able to explain their importance.

## 4.3. Cross cutting issues

When a learner is performing exercises and games he/she will also develop the following:

- **Gender equality:** Boys and girls will play together without discrimination.
- **Peace values:** when learners are playing the game they develop friendship and tolerance.
- **Inclusive education:** Learners with special needs will be given opportunities of performing exercises and games suitable for their abilities.
- **Environmental sustainability:** a teacher trains learners to be where they are playing.

## 4.4. List of lessons

	Lessons	Learning objectives	No of lessons
1	Exercises of dribbling the ball	Dribble the ball with self-confidence from the sign A to the sign B.	2
2	Exercises of passing the ball using the feet	Pass the ball to the partner by following the instructions	2
3	Exercises of shooting the ball from the hand with the leg Long pass exercises towards the goal	Pass the ball with self-confidence to the partner using the feet. Shoot the ball which is on the ground using the feet and respecting instructions.	2

4	Small team playing exercises with the aim of scoring a goal	Play in teams by respecting the following instructions(shooting, passing, play in teams, respect instructions, speed, cooperation, decision making and shooting into the goal,)	3
5	End of unit assessment	Observe the performance of learners while playing football.	1

## **Lesson 1: Exercises of dribbling the ball**

### **a. Prerequisite**

Learners of P1 will perform better exercises of dribbling the ball if they are able to perform basic skills of playing football and other general skills of performing Physical Education and Sports exercises.

### **b. Teaching resources**

These include: sportswear, field/playground, gym, whistle, images, standard balls, improvised ball, stick, ropes, cones and a chalkboard.

### **c. Introduction**

#### **Opening discussion**

A teacher discusses with learners the importance of dribbling exercises, checks out whether learners are wearing sports uniform, and requests them to remove all forbidden objects.

#### **Warm up exercises**

Use warm up exercises found at the end of unit one.

### **d. Lesson body**

#### **Title of game 1: Mastered ball control**

#### **Summary of the game**

In this game, learners perform activities in one team in order to conduct the ball towards the indicated area and they bring back the ball by respecting the movement of the leader.

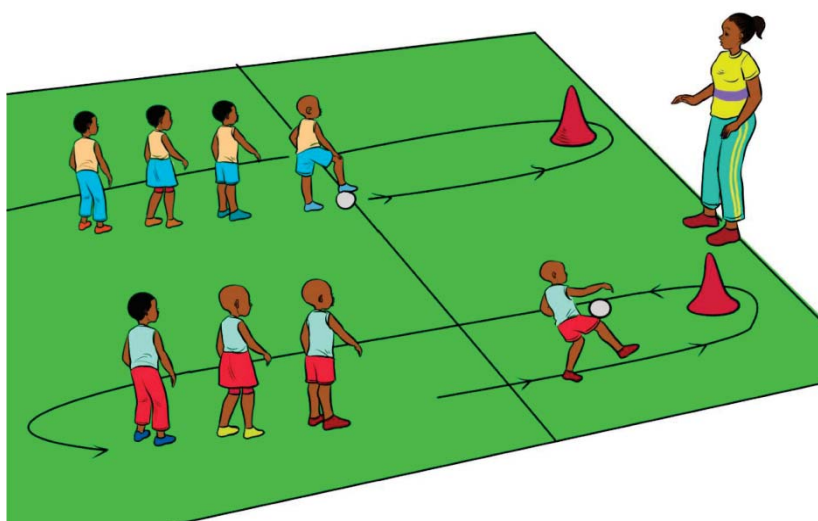
#### **Organization and rules of the game**

1. Make teams which consist of 6-8 learners.
2. Draw a clear starting line;
3. Tell players of each team to form a straight line behind the drawn line;

4. Put a cone or another object in front of each team at a distance of 10-15 meters (see the image).
5. Give explanations and demonstrate how to play the game: a learner at the front leads the team. The learners must conduct the ball into the field, tour around the cone and return back the ball skillfully (**example:** pushing the ball by using the foot, jumping with the ball inside legs, circulate the ball around the trunk) towards the team.
6. When the conductor of the ball returns, each learner passes through where the leader has passed and tries to imitate the leader's actions.
7. When all players for each team finish, the second learner on the line becomes a leader of the game.
8. Encourage the learner of the game to use a new technique of conducting the ball turning around the object.
9. Tell all learners to restart the activity until each learner becomes a leader of the game.
10. When a learner returns back the ball to the line he/she passes it to the next one then goes at the back of the line.
11. Remind the learners to follow one line, one learner in front of them so that they cannot disturb other teams in the playground.

### Points to consider

- Conductor of the ball conducts it as they have learned.
- All learners repeat very well the actions of the leader of the game.



*Fig 4.1: Learners are performing exercises of conducting the ball*



## Cool down exercises

Use cool down exercises found at the end of unit one.

### a. Assessment

#### Closing discussion

#### Reflect

- How the leaders of teams have thought skillfully about actions helping them to conduct the ball?
- What benefits have you got while leading the teams?

#### Connect

- How did you feel when you were following the leader of the team during the game? Explain.

#### Apply

- Is there any time in your life when you did actions and other people imitated them?

#### Variation of the game

- Ask learners to conduct the ball by using other parts of the body except the foot.

#### Title of game 2: Rabbits hunting



*Fig 4.2: Exercises of conducting and dribbling the ball*

#### Summary of the game

This exercise is done when learners perform different techniques of conducting and dribbling the ball by using the feet up to the goal line, then the teammates run behind them to search ways to intercept with the ball.

### Organization and rules of the game

1. When a teacher gives/shows the sign, rabbits move along the field/ playground conducting the ball.
2. After a few seconds the teacher gives another sign then the hunters try to chase the rabbits in order to intercept with the ball.
3. The hunter who intercepts with the ball should conduct it quickly towards where the rabbits have started from.
4. Each rabbit that lost the ball goes out and waits for the restart of the game.
5. Rabbits that have moved along the field return back to where they started from (where hunter has started to chase them).
6. Then after the rabbits become hunters and the game is restarted.
7. When the game is over, each team counts the number of rabbits that have been intercepted with the ball; the winning team is one that has intercepted with many balls from rabbits.



*Fig 4.3: Exercises of intercepting the ball*

### Lesson 2: Exercises of shooting the ball from the hand to the foot (Goalkeeper)

#### a. Prerequisite

Learners of P1 will perform better exercises of shooting the ball from the hands to the leg if they are able to perform basic skills in a football game and have the ability of performing physical exercises.

#### a. Teaching resources

These include: sportswear, field/playground, gym, whistle, images, balls, improvised ball, stick, ropes and cones.

## **a. Introduction**

### **Opening discussions**

A teacher discusses with learners about the importance of performing exercises of shooting the ball from the hand to the foot and checks out whether learners are wearing the sports uniform and requests them to remove unwanted objects which may harm them or their teammates.

### **Warm up exercises**

Use warm up exercises found at the end of unit one.

### **Lesson body**

#### **Title of game 1: Pass the ball**

#### **Summary of the game**

It is the game which is performed by learners who are in two teams, A and B; the teams are separated by a distance of 10m. A faces B and they play the ball by passing the ball from hands to foot.

#### **Organization and rules of the game**

- When a teacher gives/shows signs, learners in team A, immediately shoot the ball they are holding into their hands and give team B aerial flight ball pass.
- When the ball reaches team B, they wait for a sign from the teacher, and then they pass the ball to team A by using the same way.

**N.B:** Learners with special needs will have reserved modified exercises for them that are on their level.

### **Cool down exercises**

Use cool down exercises found at the end of unit one.

## **a. Assessment**

### **Closing discussion**

#### **Reflect**

- How have leaders thought about techniques they used in order to pass the ball?

#### **Connect**

- Did you enjoy the action of passing the ball which was in your hands?

## **Apply**

- Is there any time in your life when you did actions and others tried to imitate them?

## **Variation of the game**

- Tell learners to shoot the ball which is on the ground and reach to the partner.

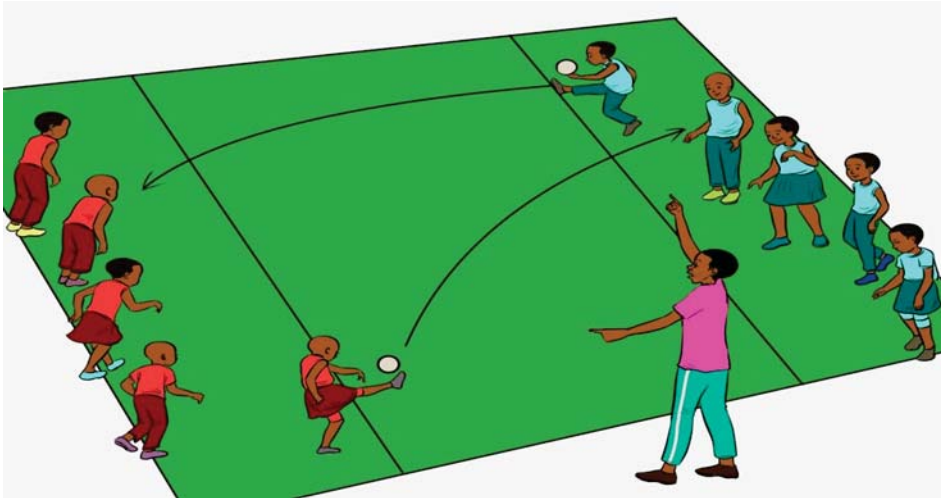
## **Title of game 2: Reach the first**

### **Summary of the game**

It is a game played by learners, where they make two teams, A and B; the two teams are at a distance of 20m apart facing each other, but a horizontal line is drawn in between at 10m apart. Players having the balls in their hands have to run competitively towards to the line which is placed at 10m. The one who reaches there first shoots the ball and the ball must go over one of the players of team B.

### **Organization and rules of the game**

1. When a teacher gives/shows a sign, players of the team with the ball in their hands, run quickly towards the line at a distance of 10m
2. On arriving there first, one immediately shoots the ball to team B (but should use an aerial pass).
3. After passing the ball he/she should go back to the line which he/she was standing on.
4. The one who receives the ball comes to the line at 10m then passes it to the other team and returns to his/her line. Players continue playing in that way.
5. If there is a player who has kicked the ball five times, this team will be the winner.



*Fig 4.4: Learners are performing exercises of passing the ball with foot*

### **Lesson 3: Long pass exercises towards to the goal**

#### **a. Prerequisite**

Learners of P1 will perform better long pass exercises towards the goal if they are able to perform basics skills in a football game and have the ability of performing Physical Education and Sports.

#### **a. Teaching resources**

These include: sportswear, field/playground, gym, whistle, images, footballs, improvised ball, stick, ropes, and cones.

#### **b. Introduction**

##### **Opening discussion**

A teacher discusses with learners the importance of doing exercises of shooting the ball.

#### **c. Warm up exercises**

Use warm up exercises found at the end of unit one.

#### **d. Lesson body**

##### **Title of game 1: Targeting (*Kuboneza*)**

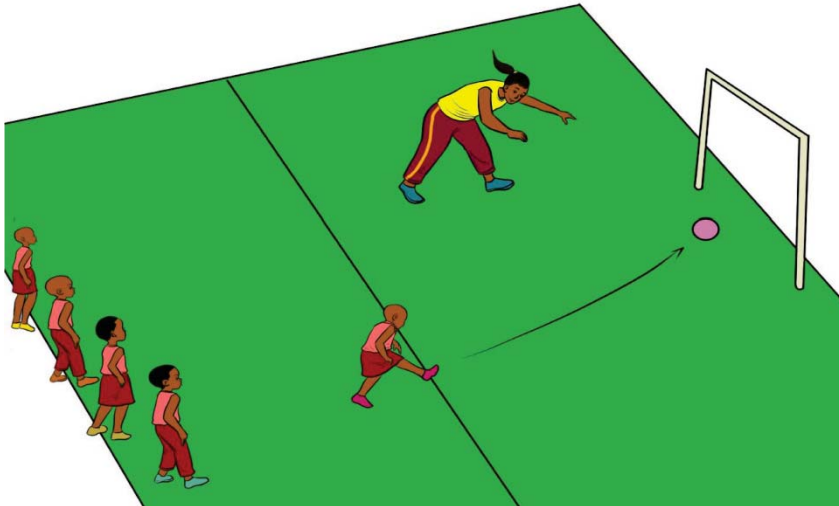
##### **Summary of the game**

- It is the game played by learners where they make two teams A and B standing on two separated lines one behind the other.

- Both are facing a goal which is at a distance of 20m and the line is at a distance of 10m, the ball is in front of the starting line where players stand to conduct the ball by using the foot, on arriving to the line located 10m ahead they kick the ball with the purpose of shooting into the goal.

### Organization and rules of the game

1. When a teacher gives/shows a sign, a player at the front comes from where his/her team is to conduct the ball by using foot.
2. When the player reaches the line located at distance of 10m he/she kicks the ball towards the goal.
3. A player in another team continues in that way.
4. The winning team is the one which has shot in the goal many times.



*Fig 4.5: Learners are performing exercises of shooting the ball into the goal*

### Cool down exercises

Use cool down exercises found at the end of unit one.

#### a. Assessment

### Closing discussion

#### Reflect

- How can you match the actions you were doing of shooting into the goal and your daily real life situations?

#### Connect

- Was shooting into the goal enjoyable? How was it enjoyable?

## Apply

- Did you achieve it (them) or not? What happened?

## Variation of the game

- Tell learners to kick the ball which is on the ground but move towards the goal.

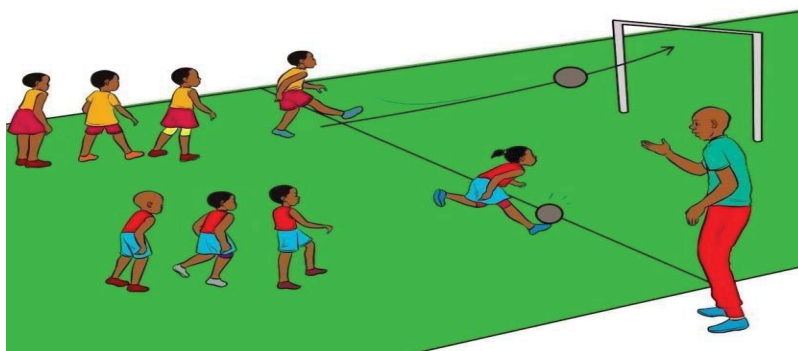
## Title of game2: Shooting into the goal

### Summary of the game

Learners are divided into two teams: A and B. They stand on two separated lines one learner behind another.

### Organization and rules of the game

1. Teams are facing towards the goal at a distance of 15m from it, and a line 5m from the front players must be drawn to indicate where the ball should be placed.
2. The player in front of the line comes and shoots the ball with the purpose of scoring a goal.
3. When the first player in team A finishes kicking the ball into the goal, then it is team B's turn.
4. When the game is over, the winning team is that which has scored many goals.



*Fig 4.6: Exercise of scoring the goal*

## **Lesson 4: Exercises of playing in small teams with the aim of scoring a goal**

### **a. Prerequisite**

Learners of P1 will perform better exercises of playing in small teams with the aim of scoring a goal if they are able to perform basic techniques of playing football and possess other general skills of Physical Education and Sports exercises.

### **b. Teaching materials**

Field/playground, gym, whistle, images, tennis balls, balls, improvised balls, stick, ropes, and cones.

### **c. Introduction**

#### **Opening discussion**

The teacher explains to the learners the importance of playing in teams.

#### **Warm up exercises/games**

Use warm exercises/games found at the end of unit one

**NB:** This lesson will be delivered in two periods by separating games.

### **d. Lesson body**

**Title of game 1:** Football game using four goals

#### ***Summary of the game:***

It is the game which consists of a field with 4 goals where players in each team decide two goals to score in and try to protect their two goals.

#### **Organization and rules of the game**

1. It is a football game which consists of 4 goals in which each team works together in order to score goals the opponent team, but this team tries to protect its goals by preventing the opponent from scoring.
2. Check the field to remove all barriers.
3. Make teams of equal players between 5 and 8.
4. Put teams in the court, two by two. One team is A the other is B.
5. Give each team a small rope.
6. Use a piece of chalk or any other substance to show the boundary for 4 equal parts of the field. Make four goals by using cones or goal



posts (see the image).

7. Give instructions and demonstrate how to play the game:
  - This game is played like football game but there are some modifications.
  - The field consists of four goals and players use two balls.
  - The game is played with no goalkeeper.
  - Each team tries to score into two goals of the opposing team as well as trying to protect its own goals.
  - Players may play by using the feet and dribbling.
  - When the ball goes out of the court, the player who did not touch it before brings it on the side line and the game continues from where the ball went out of the court.
  - A point is given to the team that has scored in one of the opponent team's goal.
  - When there is a point given, the ball goes to the team that has lost then the game continues.
  - To start the game 2 balls are placed in the center of the court (see the image).
8. After 3-4minutes of the game, the teacher stops the game and gives each team 2 minutes out to break (to think and take other strategies to win).
9. Continue playing in 3-4 minutes and give time outs for the teams.
10. The duration of the game is set by the teacher.



*Fig 4.7: Learners are playing football game*

### **Points to consider**

- Learners use only the feet when they want to kick the ball.
- Learners in the same team know their goals and are interacting easily.

### **e. Assessment**

#### **Closing discussion**

##### **Reflect**

- Which challenges did your team meet during this game?
- Which strategies did your team use in order to win?
- What was your role towards the winning or losing of the game?
- Describe how communication helped you to achieve your goals when you were playing the game?

##### **Connect**

- Is there any other time in your life you ever participated in the winning of your team?
- In which other situations have you found conversation / communication as a solution to your problems?

##### **Apply**

- Which strategies could you use to solve the problem within your team?

#### **Variation of the game**

- Increase the size of the court
- Add other balls while playing the game.

#### **Cool down exercises**

Use cool down exercises found at the end of unit one.

### **Title of game 2: Play a normal game**

#### **Summary of the game:**

In this game players in teams A and B play on a field of 40m by 20m. The objective is to score goals.

#### **Organization and rules of the game**

1. Make teams which consist of 6-8 players.
2. Show the boundary of the field.
3. Each team has a goalkeeper.
4. Set rules of the game.

5. Start playing the game based on set instructions with the intention of shooting into the goal.

### **Cool down exercises**

Use cool down and stretching exercises found at the end of unit one.

### **Closing discussion**

#### **Reflect**

- How did you feel when your teammates passed the ball to you and you shot into the goal?

#### **Connect**

- How was the organization of the team and for which reason?

#### **Apply**

- Do you work together with others in order to achieve the set goals? Give an example.

## **4.5. End of unit assessment**

The teacher will use the game to assess the competence of learners.

**Title of the game:** Playing football game by walking on legs and arms at the same time

### **Summary of the game**

Players play football game while walking using legs and arms with the purpose of sending the ball to the opponent.

### **Organization and rules of the game**

1. Show the boundary and goal lines inside the goal of each court.
2. The game is played by sending the ball to the opponent team but all players must walk on their legs and arms.
3. Check out whether the field is prepared and clean.
4. Form teams with equal team members of 3-8 learners.
5. Place teams on the field; one team is A, another is B.
6. Show the boundary of the field (Triangular) and lines inside the goal.
7. Instruct learners to play using only legs.
8. Gives instructions and demonstrations:
  - Play football but by moving using legs and arms (both hands and feet)

touching on the ground) see the image.

- Like in football learners kick the ball by using only legs.
  - A goal is scored when the ball crosses the goal line of the opponent.
  - When the goal is scored, the ball is put in the middle of the court and they continue playing as before, players remain in their parts.
9. Encourage learners to move on their legs and feet when approaching the ball.
10. Only the teacher fixes the duration of the game.

### **Points to consider**

- Learners continue to use their hands and feet while moving on the ground during the whole competition.
- They are using only their while kicking the ball.

### **Closing discussion**

#### **Reflect**

- How did you feel when you were playing football by moving with hands and feet?
- Which are the most used parts of your body during the game?

#### **Connect**

- Is there any other time you used legs and hands at the same time? When?
- Can you give another example of something that walks by using legs and hands at the same time?

#### **Apply**

- What is the importance of these exercises? Explain.

#### ***Variation of the game:***

- Add another way in the game. Every time the teacher says "Stand up!", the learners stand up and play as in a normal football match. When the teacher says "Scroll down!", learners should return into their places by walking using legs and their hands touching on the ground.
- Create small goals to score in.
- Increase the size of the court.
- Add the second ball into the play.

## **4.6. Additional exercises/games**

### 4.6.1. Title of game 1: Search the ball by using legs

#### Summary of the game

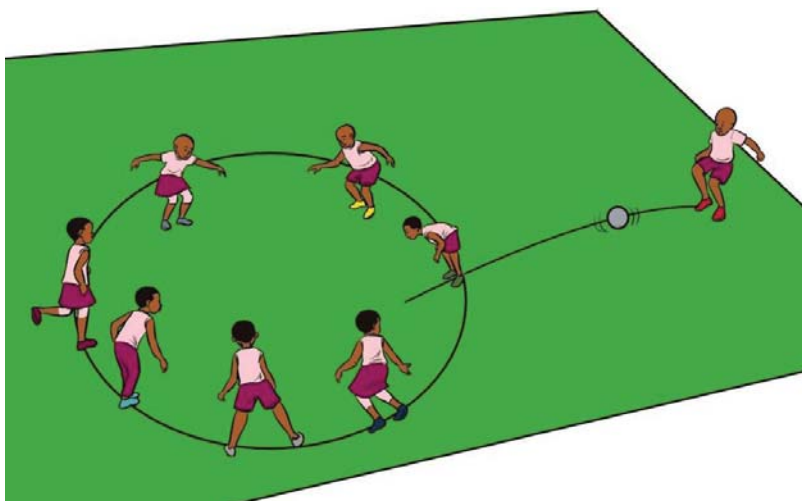
Players who are in the Centre of the court try to avoid being touched by the ball while learners who are outside the court try to shoot on their opponents by using the feet.

#### Organization and rules of the game

1. Players who are inside the court try to avoid being kicked the ball by players who are outside the circle.
2. Use enough rectangular court/field drawn by using chalk or other visible substances.
3. Between each rectangular court, draw a big circle of 5m of perimeter with chalk by using a rope or stick. See the image.
4. Choose the kicker of the ball.
5. Ask the kicker to stand at the distance of 2m behind the circle.
6. Tell all other learners to stand inside the circle. Give the ball to the kicker.
7. Give instructions and demonstrations:
  - In this game the kicker tries to kick the ball with the foot with the intention of making it touch on learners who are inside the circle.
  - The kicker starts the game by kicking the ball while orienting it on the lower body part of any learner who is inside the circle.
  - Learners inside the circle must avoid being touched by the ball by jumping, escaping or kneeling down.
  - When the ball touches the lower part of the learner who is inside the circle, this one must go and join the kicker to shoot at learners who are inside the circle.
8. The game ends when only one learner remains inside the circle.
9. Restart the game by choosing other learners to play the role of the kicker.

#### Points to consider

- Observe whether all learners understand that the ball should be sent to the lower part of the body.
- Observe whether the balls are soft so that they do not harm others while being touched.



*Fig 4.8: Exercise of passing the ball*

### **Closing discussion**

#### **Reflect**

- How did you feel when you were inside the court?

#### **Connect**

- What did you feel when you were shooting the ball to learners who were inside the circle?

#### **Apply**

- Which strategies have you used to escape the ball?

#### **Variation of the game**

- Add more balls.
- Add new instructions. Examples: all players use the leg which they do not usually use or all learners who are inside the circle jump with one leg, etc.

### **4.6.2. Title of game 2: Conduct the ball as you wish**

#### **Summary of the game**

In this game learners work in one team in order to conduct the ball up to the indicated place and bring it back by imitating the movement of the leader.

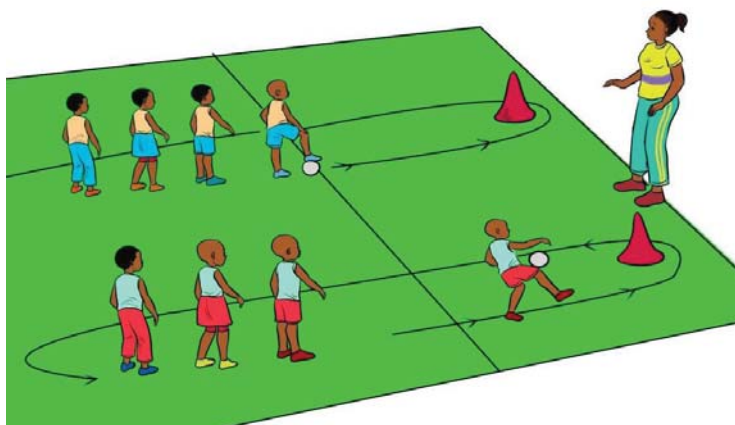
#### **Organization and rules of the game:**

1. Form teams which consist of 6-8 learners.
2. Draw the starting line.

3. Tell players of each team to make a line behind the starting line, one behind another.
4. Place a cone or another object at a distance of 10-15m in front of each team (see the image).
5. Give explanations and demonstrations; the learner who is in front of the team becomes the leader. A learner must conduct skillfully the ball on the ground, turns around the cone with the ball and returns back with it up to where his/her team is. (Example: pushing the ball by using the foot, jumping with the ball between the legs, turning the ball around his/her body.)
6. When the conductor of the ball returns, each learner must pass in that way by imitating the actions of the leader and return the ball back to the starting line.
7. When all players of each team finish playing, the second in the line becomes the leader of the game.
8. Encourage the leader of the game to use various techniques of conducting the ball while turning around the object.
9. Tell all learners to redo those ways till every learner are done.
10. Remind learners to go in a straight line in front of them to avoid colliding with others.

### Points to consider

- The conductors of the ball are performing the exercise which has been performed before?
- All learners are repeating very well the as conductors of the ball?



*Fig 4.9: Learner are performing exercise of controlling and conducting the ball*

## Closing discussion

### Reflect

- How were the leaders of the game thinking about techniques which may help them to conduct the ball?

### Connect

- Was it enjoyable leading other learners? For which purpose?

### Apply

- Is there any time in your life you ever did an action and others imitated you?

### Variation of the game

- Tell learners to conduct the ball by using other parts of the body except the feet.

#### 4.6.3. The title of game 3: Various exercise of football

1. Make groups of 2 or more learners.
2. A learner kicks the ball on the ground and the partner tries to stop it by using the feet.



*Fig 4.10: Exercise of controlling the ball by using feet*

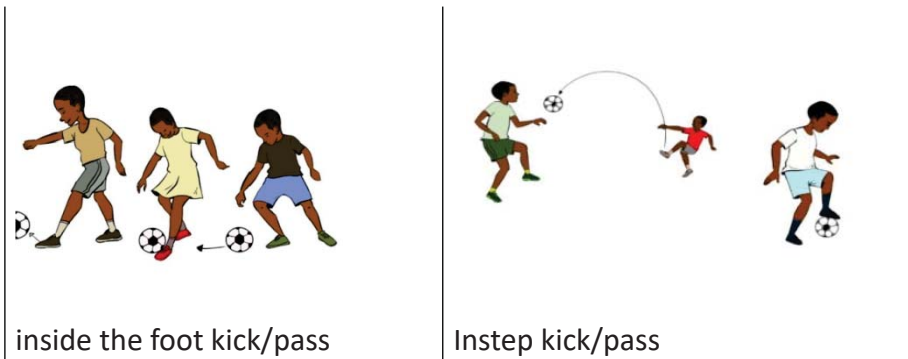
3. Two by two play the ball by passing each other; everyone tries to stop/control the ball by using the sole of the foot.





**Fig 4.11:** Exercise of controlling the ball by using the sole of the foot

4. Kick the ball by using inside the foot. Use the whole foot and kick the ball to pass to your teammate who tries to stop it by using the sole of the foot.



**Fig 4.12:** Exercise of kicking the ball by using inside and instep of the foot

5. In groups of two by two, one learner kicks the ball and passes it to his/ her teammate and this one tries to stop it by using the thigh.



**Fig 4.13:** Exercise of kicking the ball by using the thigh

One kicks the ball and the other stop sit by using the thigh.

# UNIT 5: BALL GAMES PLAYED WITH HANDS

# 5

## 5.1 Key unit competence

Perform actions of throwing, receiving and dribbling the ball.

## 5.2 Prerequisite

In order to perform very well the ball games played with hands, learners of primary one must have the ability to perform basic exercises on ball games played with hands and to explain the importance of playing them in daily life.

## 5.3 Crosscutting issues

When a child practices those exercises, he/she will be developing:

- **Gender equality:** Boys and girls will be playing together without any discrimination.
- **Peace values:** When learners will be playing together, they will be friends flexible to each other.
- **Inclusive education:** Learners with disabilities will be treated well as they will be given exercises and games suitable for their abilities.
- **Environmental sustainability:** The teacher will teach learners to respect where they will be playing from.

## 5.4 List of lessons

	Lessons	Objectives of lessons	Number of lessons
1	Exercises/games of throwing the ball	Throwing the ball or some toys. Passing the ball by throwing it and showing teamwork.	3
2	Exercises/games of receiving the ball	Receiving the ball while standing or moving by showing teamwork	2
3	Exercises/games of dribbling the ball	To lead the ball by dribbling and following instructions	3
4	End of unit assessment	Observe a learner's competence in hand games of throwing, receiving and dribbling the ball	2

## **Lesson 1: Exercises/games of throwing the ball**

### **a. Prerequisites**

In order to perform very well the exercises of ball throwing, learners of primary one must have the ability to perform basic exercises of ball games played with hands and to give the importance of performing those exercises in daily life.

### **b. Teaching materials**

Field, gym, whistle, pictures, ordinary balls, tennis balls, improvised balls, a stick, ropes, cones and a chalkboard.

### **c. Introduction**

#### **Opening discussion**

The teacher discusses with learners the importance of performing ball throwing exercises and check if learners have all the necessary things to start the lesson.

#### **Warm up exercises**

Use exercises/games of warming up found at the end of the first unit

**N.B:** This lesson will be taught in 3 periods by differentiating games.

### **d. Lesson body**

**Title of game 1:** Keeping the ball

#### **Summary of the game**

It is a game where the teacher divides learners into two teams A and B and they spread over a small playground with boundaries.

Every player of any team tries to throw the ball to his fellow in such a way that the opponent does not get it.

#### **Organization and rules of the game**

1. They execute all while walking on the court/playground.
2. They should throw the ball using one arm or two.
3. No crossing the boundaries.
4. Players of one team throw the ball amongst themselves if they do so 10 times before the opponents get the ball then as the ball goes back to that team they start counting from 1.

5. When players throw the ball amongst themselves 10 times, the opposite team accepts a goal and the game starts again.

### **Cooling down**

Use exercises/games found at the end of the first unit.

### **e. Assessment**

#### **Closing discussion (RCA)**

- What strategies did you use to protect your ball from being caught by the opponent?

How much energy did you use to pass the ball amongst your team until 10 times without the opponent touching it?

- Which daily lesson do you learn from working together when scoring a goal?

### **Title of game 2: Ball passing on the circle**

#### **Summary of the game**

In this game learners run around their team's circle changing positions as they pass the ball to each other.

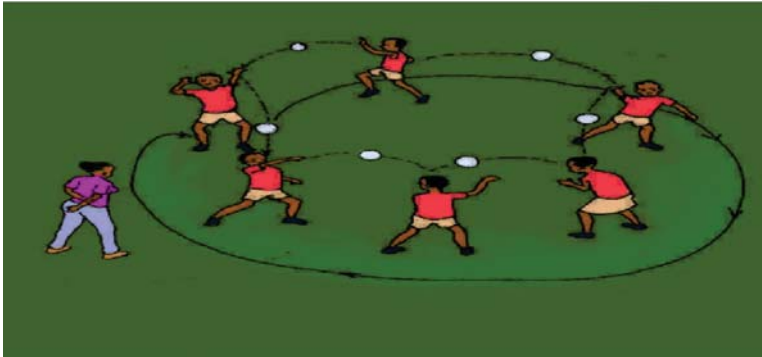
#### **Organization and rules of the game**

1. Make small teams of 5-6 children.
2. Tell teams to make a circle. Observe if there is a distance of 1 meter between one child and another in each team.
3. Observe if the space between teams is enough.
4. Give a ball to one child in each team.
5. Give explanations and demonstrate to them how to play the game:
  - When the teacher says "start", the child who has the ball passes it to the next one and they continue like that.
  - When the ball reaches the last child on the circle, that child must run around the circle in a clockwise direction.
  - When he/she turns back to the circle, children pass the ball again until it reaches the last child; this one also runs around the circle.
6. They continue to play until all get a chance of running around the circle.

Point to consider:

- Teams have enough space between them.
- Children run in good ways.

- They pass the ball around before they run.
- They pass the ball carefully.
- Put enough space between children in teams to help them pass the ball easily.



*Fig 5.1: Learners are passing the ball with the hand on the circle*

## Closing discussion

### Reflect

- How did you feel when you were running around the circle?

### Connect

- What was easy for you in this game?

### Apply

- How did people in teams work together when the ball landed on the ground?

## Variation of the game

- Tell children to sing when playing.
- They play while sitting down and they pass the ball by sliding it on their back.
- They will slide on their side and also slide the ball on their hands.

## Title of game 3: Ball in the circle

### Summary of the game

It is a normal game where a team tries to score by passing the ball to the teammate who is standing in the circle at the end of the playground.

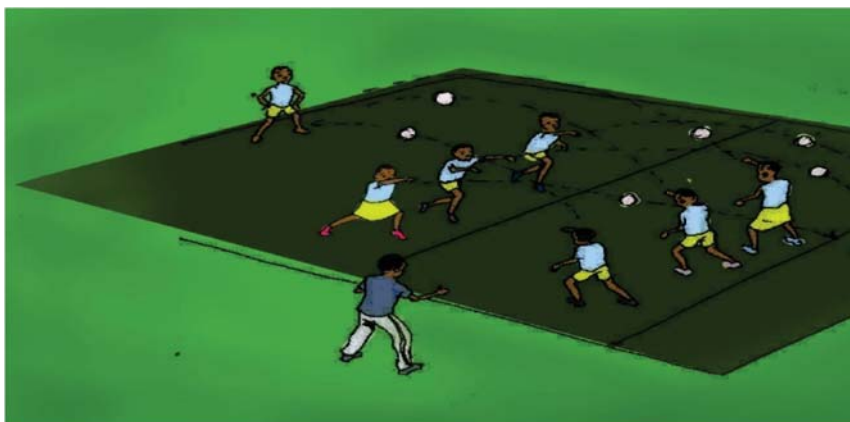
### Organization and rules of the game

1. Check if there are no obstacles in the playground
2. Make teams of 4-6 children (two teams play against each other)
3. Make boundaries of a four sided field for each group of two teams

4. Draw a circle at the end of each court/playground(see photo)
5. Tell those teams to stand on facing parts in the court(see photo)
6. Tell everyone in the team that his/her responsibility is to receive the ball while standing in the circle of the other team.
7. Give explanations and demonstrations:
  - Players must try to pass the ball to their teammates.
  - Players must not move when they have a ball.
  - When the ball lands down, the game stops; the opponent gets the ball and tries to score in another direction.
  - When the one who is responsible of receiving the ball, receives it without leaving the circle his team wins a point.
  - He/she puts the ball down behind boundaries of the court/ playground
  - The players of the lost team pick it and start to play going to the opponent's side;
8. The player in the circle is changed every 2 or 3 minutes
9. Stop the game every 3 to 4 minutes and give 30 seconds to each team to think on new strategies of winning;
10. The teacher is the one who takes the decision on when the game should end.

### Points to consider

- A child who has the ball must not move before he/she passes the ball
- Interchanging children in the circle every 2 or 3 minutes.



*Fig 5.2: Performing the game "Ball in the circle"*

### Assessment

## **Closing discussion**

### **Reflect**

- How did you see this game at the beginning?

### **Connect**

- What strategies have you taken for not losing?

### **Apply**

- What are the roles every player plays in order to win?

## **Variation of the game**

- Explain to each team that they must pass the ball 8 times before they throw it to the receiver;
- Tell children that they must touch on the ball before they pass it to the receiver;
- Explain to the children that they must skip one person when throwing the ball( it is not allowed to return the ball to the one who gave it to you);

## **Lesson 2: Exercises/games of receiving the ball**

### **a. Prerequisites**

In order to perform very well the exercises of receiving the ball, learners of primary one must be able to perform basic exercises of ball game played with hands and also to list the importance of performing those exercises in normal life.

**b. Teaching resources:** Sportswear, field/court, gym, whistle, pictures, ball, tennis ball, improvised ball, stick, ropes, cones and chalkboard.

### **c. Introduction**

#### **Opening discussion**

The teacher discusses with learners the importance of doing exercises of receiving the ball.

#### **Warm up game**

Choose one warm up game in those found at the end of the first unit.

### **d. Lesson body**

This lesson has 3 period,; each game will be learnt in one period.

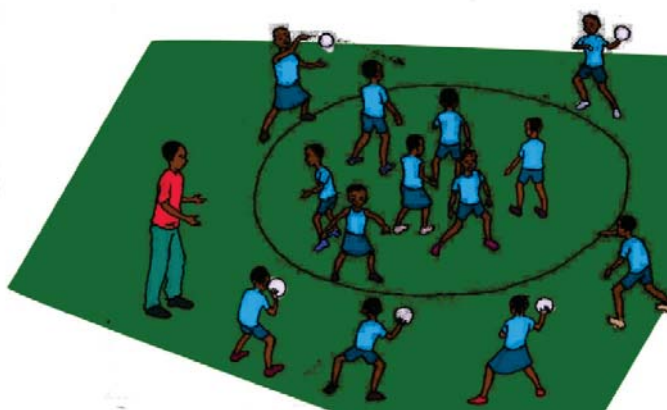
### **Title of the game: Hit someone with the ball**

#### **Summary of the game**

In this game, players with odd numbers shoot the ball to hit players with even numbers, they can also pass the ball amongst themselves in order to surprise those with even numbers.

#### **Organization and rules of the game**

1. Players stand by making a circle and holding hands, they start to count from 1;
2. Players with odd numbers go in the center of circle;
3. Players with even numbers shoot the ball to the players with odd numbers who are standing inside the circle;
4. Whoever is touched with the ball goes to the shooter;
5. The ones who shoot the ball t can pass amongst themselves in order to surprise those who are in the center;
6. The game continues until everyone in the circle is touched by the ball;
7. In the next game teams interchange.



*Fig 5.3: Playing the game of hitting the ball someone*

#### **Point to Consider:**

- Children are following instructions given by teacher when counting.
- Children with even numbers are the ones who shoot those in the center of the playground.

#### **Closing discussion (RCA)**

- What happens when a child is touched by a ball?



- What are the strategies used to surprise those in the circle?

### **Variation of the game**

- The player inside the circle can pick the ball and pass it to whoever he/she want to;
- The player in the center of the circle must take the ball and not lose it. When he/she loses it and it falls down he/she doesn't stay in.

### **Title of game 2: Round turn (Umahindura)**

#### **Summary of the game**

In this game the player who is in front in each team holds the ball in the hands, he/she runs going forward close to the drawn line, after crossing the line he/she turns and throws the ball to the next person who is ready to run.

#### **Organization and rules of the game**

1. Make teams of equal number;
2. Make them stand them on straight parallel lines separated by 3 meters;
3. Draw a horizontal line in front of the players. The first one must stand on the line about 5 to 10 meters( according to the player's ability);
4. When the teacher gives a signal, the first players in each team who are holding the ball run to the line in front of him;
5. At that moment when he/she crosses the line makes a turn and passes the ball to the second one who is ready to run;
6. When the second player catches the ball, he/she runs towards the line after crossing it then turns and passes the ball to the third one. While the second one is running, the first player comes back and takes the last position in the team;
7. When a player loses the ball while running, he/she picks it and goes back to his/her first position to start again;
8. No one else could bring it for him
9. The game continues like that until the last player in each team finishes running;
10. The winning team is the one that finishes before others.

#### **Points to consider**

- Observe if learners can stand on parallel lines spaced by the distance given by the teacher.
- The first player turns and passes the ball to the second one.

- Every player turns and passes the ball after crossing the line.

### **Closing discussion (RCA)**

- What was difficult for you in this game?
- How was running while holding a ball?

### **Variation of the game**

Play this game, but when the child who crossed the line throws the ball to the second one who is ready run, he throws it between his legs.

### **Title of the game: Hunting**

#### **Summary of the game:**

In this game, players try to shoot and target their fellows; they can be passing the ball in order to shoot them surprisingly.

#### **Organization and rules of the game**

1. Put learners in the playground;
2. Prepare one player who will become a hunter;
3. The hunter stays out of the playground with the ball;
4. The hunter shoots the ball trying to target a player;
5. The player who is touched by the ball becomes a hunter, and unites with the first one out of the playground;
6. The hunters may pass the ball amongst themselves in order to surprise the players;
7. When the number of hunters reaches 3, they may not take two steps while holding the ball, they must pass it between them or shoot the players;
8. The players who cross the boundaries become hunters;
9. The game ends when there is only one player who did not touch the ball, and he becomes the winner.

#### **Points to consider**

- One tries to target his fellow using the ball.
- The ball is manufactured in such a way it cannot hurt the one shot with it.
- A child touched with the ball becomes a hunter.

### **Lesson 3: Exercises/games of dribbling the ball**

#### **a. Prerequisites**

In order to perform very well the exercises of dribbling the ball, learners of primary one must have the ability of performing basic exercises on the ball game played with hands and to mention the importance of those exercises in daily life.

### **b. Teaching resources**

These include: playground/court, gymnasium, whistle, pictures, balls, tennis balls, improvised ball, stick, ropes, cones and chalkboard.

### **c. Introduction**

#### **Opening discussion**

The teacher discusses with the learners the importance of performing ball dribbling exercises.

#### **Warm up game**

Choose one game in the games found at the end of the first unit.

### **d. Lesson body**

This lesson has 4 periods. Each game will be taught in one period

#### **Title of game 1: Dribble the ball while standing in one position**

#### **Summary of the game**

It is an exercise that children perform in one group while standing in one position.

#### **Organization and rules of the game**

1. The teacher makes teams of 6 to 8 children.
2. The teacher tells players of every team to lineup on a straight line.
3. Every player at the front is given a ball and does an exercise of the ball 20 times without moving.
4. When he/she finishes to dribble the recommended times, he gives the ball to the next one.
5. When the ball runs away from him/her before finishing to dribble the recommended times, he/she loses the chance of continuing to dribble and then wait for another turn.
6. The exercise continues until all players have a chance to dribble.



*Fig 5.4: Exercise of dribbling the ball while standing in one position*

### **Variation of the game**

- **To dribble the ball using both hands**

a. First assessment on game one

### **Closing discussion (RCA)**

- When you were dribbling the ball before you finish the recommended times, how did you feel?
- What did you learn when following the instructions of not losing the ball while dribbling that you will use in daily life?

### **Title of game 2: Dribble the ball while moving**

#### **Summary of the game**

In this game, children work in one group in order to dribble the ball, they return the ball using some movements as of their leader.

#### **Organization and rules of the game**

1. Make teams of 6 to 8 children
2. Draw a starting line
3. Tell players of each team to make a straight line behind the starting line.
4. Put a cone about 10 or 15 meters in front of each team (see the picture).
5. Give explanations and example:
6. The child in front leads the team.
7. That child must lead the ball by dribbling it on the court using hands;

he turns around the cone and comes back in a skillfully way where his/her team is standing.

8. When the learner returns the ball while dribbling, he/she gives it to the next one and goes behind the line where he/she waits for another turn.
9. After all players in a team have finished, the second child on the line becomes the leader of the team.
10. Tell children to replay until everyone becomes a leader.
11. Remind children that they must walk on a straight line so that they cannot disturb members of other teams which are playing the same game.

### **Points to consider**

- The leaders of the team are doing the first exercise.
- All children repeat very well the activities of their team's leader.

### **e. Second assessment on game two**

#### **Closing discussion (RCA)**

- How did you feel when dribbling the ball while moving?
- What did you learn when following instructions of bringing the ball back while dribbling that you will use in the daily life?

### **Title of game 3: Sheep's hunting (Umuhigow'intama)**

#### **Summary of the game**

It is an exercise that learners practice in a skillful way of dribbling the ball while moving using the palms until the line of the goal, their fellows run behind them by chasing the ball.

#### **Organization and rules of the game**

1. To make teams of 6 to 8 children.
2. Draw a starting line.
3. Ask players of each team to make a straight line behind the drawn line.
4. When the teacher gives a signal, the children who play as sheep dribble the ball up to the line of the goal.
5. After a few seconds he/she gives another signal and the hunters run behind the sheep and try to steal the ball:
  - a. The players who steal the ball from the ones playing as sheep, they also dribble the ball and return it to where the sheep started dribbling from.

- b. The sheep that lost the ball move out of the game.
6. The sheep that managed to cross the court without losing the ball they return to the starting place.
7. After the sheep become hunters and the game starts again.
8. When the game ends, each team counts the sheep that lost the ball, the winner is the one who stole balls from many sheep.



*Fig 5.5: Learners are playing the game related to dribbling the ball with hand*

### **f. Third assessment on game three**

#### **Closing discussion**

- How did you feel when dribbling while moving?
- When you were dribbling the ball while there is someone behind you who wanted to steal your ball, what did you learn from that, that you will use in daily life?

### **5.5 End of unit assessment**

#### **Title of the game: Ball in the bucket**

#### **Summary of the game**

In this game, learners of the same team pass the ball while dribbling and they try to put it in the bucket that is on the line of the goal.

#### **Organization and rules of the game**

1. Draw a big playground of four sides(see the picture)
2. Make teams of 3 to 6 children. Observe if they have an even number of teams
3. Name one group A and another B

### Give explanations and demonstrations of how to play the game:

- The importance of the game is to put the ball in a bucket or a basin.
  - When starting the game, team A gets the ball.
  - Players of team A try to keep the ball by passing, dribbling and throwing it amongst themselves.
  - Those in team A try to give the ball to the player who is near the bucket so that he/she puts it in.
  - Players are allowed to move with the ball only when dribbling.
  - Players of team B try to chase the ball.
  - A team which doesn't have the ball gains it when the ball lands on the ground, or is stolen from the other team or when the ball is thrown in the air and goes out of the playground.
1. The ball remains in the team which had it when the other team tried to catch it and it went out of the field.
  2. Players are not allowed to cross the line and put the ball in the bucket or basin.
  3. In order to achieve the objectives of this unit, the teacher observes if learners are performing very well the techniques of throwing, receiving and dribbling the ball.



*Fig 5.6: Learners performing exercise of dribbling and throwing the ball*

### Points to consider:

- Children who have the ball are not walking while holding the ball without dribbling it.
- Children who don't have ball are respecting the distance that must be between them and the one who has the ball.

### Closing Discussion (RCA)

- What helped your team to play this game very well?
- How has discussing between team members helped you to score

goals?

### **Variation of the game**

- Tell children to choose the playing area and stay there without moving. Allows 2 players of each team to move. Those players play freely and they must pass the ball to their teammate who is not moving. When the ball falls down, the player who is not moving and is near to it, picks it and passes it to the one who is moving.
- Prepare a limited time for a team to score a goal. Example; each team has 45 seconds of passing the ball and try to score a goal.

### **Closing discussion (RCA)**

- How did you feel when you were trying to pass the ball to your teammate?
- What did you learn from this game of dribbling and passing till the time you shot in the bucket and how are you going to use this in your daily life?

## **5.1.1 .Additional exercises/games**

### **Game 1: Let's get there first (Tubatange)**

#### **Summary of the game**

In this game, players who have the ball throw it to their fellows and they return it back.

#### **Organization and rules of the game**

1. Divide players into teams of equal number;
2. Each team stands on a line;
3. One player from each team stands about 5 or 6 meters in front of his/her team;
4. When the teacher gives a signal ,the player who has the ball throws it to the first player on the line and he/she passes it back;
5. He/she continues to throw the ball to the players and they pass it back to him/her until the last one;
6. When all players have received the ball, they start the second turn and the last player on the line becomes the thrower and the and the one who was the thrower takes the first place on the line;
7. The game continues like that until every player has had a turn;
8. The winning team is the one that has a player who got first to the position he/she was in before the game starts.



### **Points to consider**

- Children stand following the teacher's instructions.
- The child who receives the ball must be able to return it to the thrower quickly.
- Every child goes in front to pass the ball.

### **Closing discussion**

#### **Reflect**

- How do children feel after throwing the ball to each other until the last child?
- What are the strategies has one used to finish before others?

#### **Connect**

- Is there any other time you did a competition and became the first? Explain?

#### **Apply**

- What is the importance of those games in our life?

### **Variation of the game**

To increase the number of children in a team and to put the children that were shot behind the line until there is only one child left and this one becomes the winner.

### **Title of game 2: Eagle and chicks**

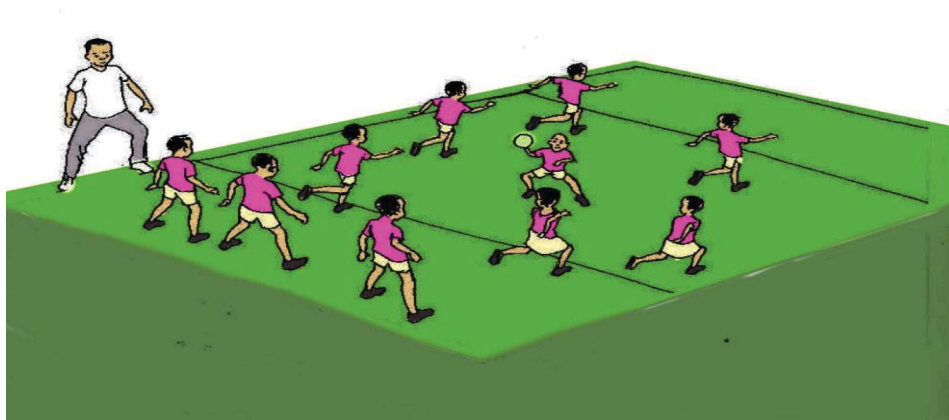
#### **Summary of the game**

It is a game where players who catch the ball hunt other players, and they run away so that they are not caught.

Organization and rules of the game

1. To prepare a safe place at the end of the playground.
2. Players (chicks) stand in the safe place.
3. The player who has the ball (eagle) stands in the center of the playground.
4. When the teacher gives a signal, chicks leave their safety area and run to the other safe place that is at the end of the playground.
5. Chicks are not allowed to cross the boundary of the side of the playground, when they cross it they are caught.
6. While the chicks are running as they go to the other safe place, the eagle tries to shoot the ball to them before they reach there.

7. If the ball thrown by the eagle bounces before touching on the chicks it cannot make players become prisoners.
8. The player (chicks) who is left alone in the playground without being touched by the ball becomes the winner.



*Fig 5.7: Learners perform exercises of shooting the ball with the arm*

### **Points to consider**

- The children who have the ball stand where the teacher shows them.
- Children are able to run away when the teacher gives them a signal.
- The children touched by the ball leave the playground immediately.

### **Closing discussion**

#### **Reflect**

- How do children feel when they run a way to the safety place at the end of the playground?
- What re the strategies you used to throw and target the chicks?

#### **Connect**

- Is the any other time that you ran looking for a safety place? Explain?

#### **Apply**

- What can this game help our body?

#### **Variation of the game**

- Play the normal game but the eagle shoots the ball to the chicks while closing the eyes.

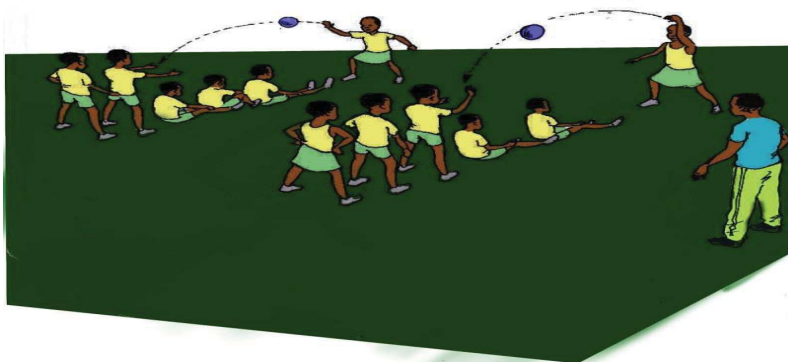
### **Title of Game 3: Receive the ball**

#### **Summary of the game**

In this game, the player of each team who has the ball starts the game by throwing the ball to his/her teammate who is in front of him/her, then this one receives it and passes it back before it falls on the ground and after sits down.

#### **Organization and rules of the game**

1. Make two teams of equal number and they stand on parallel lines
2. Put in front of each line one child who will throw the ball to others
3. When the teacher gives a signal, the one who has the ball throws it to the person in front.
4. The one he/she throws it to, receives it and passes it back to the thrower then he/she sits down
5. The one who has the ball throws it to the second child, who throws it back to him/her and sits down, they continue like that
6. When the ball lands on the ground, the one who was supposed to receive it picks it and gives it to the thrower
7. The thrower continues to throw the ball to his/her fellows and they return it back to him/her and sit down until the last one.
8. The winning team is the team which finishes before others.



*Fig 5.8: Learners are performing exercises of passing the ball*

#### **Points to consider**

- Each team has a child who will throw the ball to them.
- Children are able to throw the ball to the one in front of them.
- The children who finish throwing back the ball sit down.

## **Closing discussion**

### **Reflect**

- How was it to receive the ball and throw it back to the sender? How did you feel when you were sitting down after throwing the ball?

### **Connect**

- Is there any other time that they asked you to sit down for not discomforting the person behind you?

### **Apply**

- What did this game teach you in your life?

### **Variation of the game**

Children pass the ball amongst themselves and instead of sitting down they kneel down.



### 6.1 Key unit competence:

Perform physical exercises without discomforting others and prevent illnesses caused by poor hygiene throughout sports.

### 6.2 Prerequisites

In order to perform very well the exercises and games that prevent diseases caused by poor hygiene learners of primary one must be able to perform basic exercises and to be able to differentiate some diseases that are caused by poor hygiene.

### 6.3 Crosscutting issues

When a child is practicing those exercises, he/she will be developing the culture of:

- **Gender equality:** Boys and girls will be playing together without any discrimination.
- **Peace values:** When learners will be playing, they will grow friendship and be flexible to each other.
- **Inclusive education:** People with disabilities will be treated very well as they will be given exercises and games suitable for their abilities.
- **Environmental sustainability:** The teacher will teach learners to respect where they will be playing.

### 6.4 List of lessons

	Lessons	Objectives of lessons	Number of lessons
1	Exercises/games used to promote body cleanliness and prevent diseases caused by poor/bad hygiene.	Explain how to prevent( keep away from) diseases caused by lack of good hygiene  Identify and explain ways of maintaining sports materials	1

2	Exercises/games that promote tolerance	Prevention of illnesses through sports Proper maintenance of sports materials	1
3	End of unit assessment	Engage learners in physical exercises and observe the way they play with the purpose of preventing diseases caused by lack of good hygiene	1

## **Lesson 1: Exercises/games used to promote body cleanliness and prevent diseases caused by poor/bad hygiene.**

### **a. Prerequisites**

In order to perform very well the exercises and games used to promote body cleanliness and prevent diseases caused by poor hygiene, learners of primary one must have the skills of performing basic exercises that aim at preventing diseases and to explain the importance of those exercises in our life.

### **b. Teaching resources**

Field, gym, whistle, pictures, ordinary balls, tennis balls, improvised balls, a stick, ropes and cones, chalkboard, clean water, cup for each child, small cone for each team, piece of soap for each team, a bucket of water per team, chalk, at least one old piece of paper per child and one bucket/basket per team for throwing in wastes.

### **c. Introduction**

#### **Opening discussion**

The teacher discusses with learners the importance of performing exercises and games that promote body cleanliness and prevent diseases caused by poor hygiene after he/she checks if learners have all the necessities for the lesson.

#### **Warm up exercises**

Use warm up exercises/games that are found at the end of the first unit.

#### **d. Lesson body**

##### **Title of the game: Washing hands**

##### **Summary of the game**

In this game, learners run one by one aiming at washing their hands using clean water and soap.

##### **Organization and rules of the game**

1. Ask children how they can know that their hands are clean;
2. Tell them that they are going to play a game of washing hands and they must wash them well;
3. Draw a starting line at the end of the playground using a piece of chalk or other material that can be seen easily;
4. Make teams of 6 to 8 children;
5. Tell each team to make a straight line behind the drawn line;
6. Put a bucket of water in front of each team at the end of the playground;
7. Put a piece of soap on a clean paper and put it near the bucket of water;
8. Explain and demonstrate to the learners how the game is played:
  - It is a relay game;
  - A child runs in his/her turn going to the bucket and picks a piece of soap and washes his/her hands in 10 seconds(while he/she is counting loudly);
  - After that, the child puts back the soap on the paper and returns to his/her team while running;
  - The next player starts when the first one has arrived in the team.
9. The game ends when all players have run.

##### **Point to consider**

- Children wash their hands in 10 seconds.
- All children wash their hands very well.
- All children use the time given very well.
- Children put back the soap on the paper.

##### **Closing discussion**

##### **Reflect**

- Is there anything that challenged you? What is it?
- What is the difference between the way you washed hands in this



game and the ordinary way of washing hands?

### **Connect**

- Is there any other time you washed hands quickly like this? What was the cause?

### **Apply**

- What is the importance of washing hands?

### **Variation of the game**

- Tell learners to sing a song and finish it while washing their hands. (This helps them to get time of washing their hands well);
- Prepare a second place where every child will go after washing the hands and make a list of the times they must wash their hands(in a way the learner can explain).

## **Lesson 2: Exercises/games that promote tolerance**

### **a. Prerequisites**

In order to perform very well the exercises that promote tolerance, learners of primary one must have the ability to perform basic exercises related to the given rules of tolerance.

### **b. Teaching resources:**

Field, gym, whistle, pictures, ordinary balls, tennis balls, improvised balls, a stick, ropes and cones, chalkboard, clean water, a cup for each child, a small cone for each team, a piece of soap for each team, a bucket of water for each team, chalk, at least one old paper for each child and a bucket/basket for each team to throw in wastes.

### **c. Introduction**

#### **Opening discussion**

The teacher discusses with learners the importance of performing exercises and games that promote tolerance, he/she checks if learners have all necessities for the lesson.

#### **Warm up exercises/games**

Use the warm up exercises/games found at the end of the first unit

#### **Title of the game: Malaria**

#### **Summary of the game**

The objective is to have knowledge of malaria and know how to prevent it. In this game children run away from mosquitoes which spread malaria

so that they can't bite them, on the other side there must be doctors who have medicine for treating the one who has been bitten by a mosquito.

### **Organization and rules of the game**

1. Check throughout the playground and see if it is safe;
2. Ask 2-5 children to play as doctors;
3. Ask 2-5 children to play as mosquitoes;
4. Children imitate the person who is sick(example: act as a patient who is shivering, having fever, or a patient who is very sick);
5. Show the ball to the children and tell them that ball is medicine that treats malaria;
6. Give one ball to each doctor;
7. Explain and demonstrate to them how the game is to be played:
  - In this game children who play as mosquitoes try to catch other children except the doctors;
  - When mosquitoes bite them ,they must stay standing while shivering as if they have a high fever caused by malaria;
  - Doctors can help those children by passing the ball between their legs;
  - Doctors continue to search for other children who have malaria;
  - Mosquitoes cannot bite doctors because they have medicine(balls);
8. Children who catch their fellows must not make them loose comfort by holding them tightly; no fighting so that they don't hurt them or cause injuries that can cause other illnesses;
9. The teacher is the one who takes decision of when the game is to end.

### **Points to consider**

- Observe if children don't hurt their followers when they try to catch them.
- Doctors are looking for those who were bitten by the mosquitoes.

### **Closing discussion**

#### **Reflect**

- What caused you to be afraid of this game?
- What did you do to protect yourself from being bitten by a mosquito?

#### **Connect**

- Have you ever seen a patient of malaria?
- What are the symptoms of malaria?

## Apply

- What did this game teach you about malaria? What causes it? How do they treat it?
- What do you do to protect yourself from malaria at your home?

## Variation of the game

- Increase the size of the playground;
- Decrease the number of doctors and increase the number of mosquitoes.

## 6.5 End of unit assessment

### Title of the game: Clean water

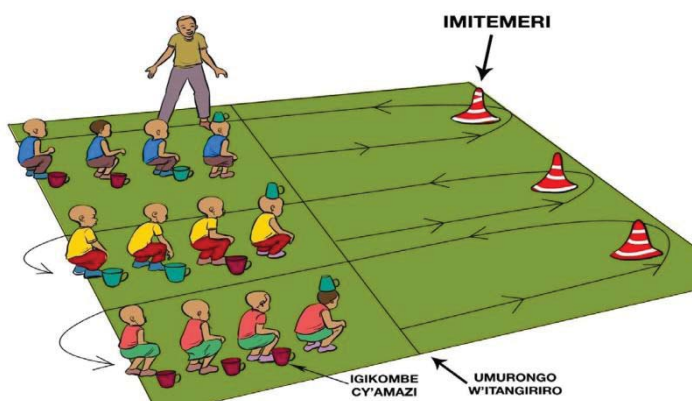
### Summary of the game

The objective is to have knowledge and skills to make a good choice. It's a game of interchanging positions when running where children drink a glass of water and run in teams.

### Organization and rules of the game

1. Ask children how they feel while they are drinking water(example: feeling dry, feeling tired);
  2. Draw a starting line by using a piece of chalk or something else;
  3. Make teams of 5-7 learners;
  4. Tell children to sit on a straight line;
  5. Put a cup in front of each child;
  6. Fill each cup with clean;
  7. Put a cone or something else at the end of the court and in front of each team;
  8. Tell children not to push the cup of water.
- 9. Explain and demonstrate to the learners how the game is played:**
- It's a relay game;
  - Every child sitting down pretends to be asleep(as if he/she didn't drink anything for a long period of time like of 4 or 5 hours);
  - The first in team A drinks a cup of water while sitting down then he/she stands up, jumps three times while standing in one place, and then puts the cup(facing down) on the head;
  - The next child in team B can start the game but makes sure the first one has already put the cup on the head;

- When the whole team finishes doing that activity, they all run up to the cones and turn back to the starting line while holding their cups on their heads.
10. In order to achieve the objective of this unit, the teacher observes if some learners are not making their fellows loose comfort, he also observes how they demonstrate the way of preventing diseases from poor hygiene through games
11. The game ends when all teams have finished to drink water



*Fig 6.1: Learners are playing the game related to hygiene (Clean water)*

### Points to consider

- Children drink all water in their cups before they stand up.
- Observe if a child waits for the one in front to finish doing his/her activity before starting.

### Closing discussion

#### Reflect

- How did you feel when you jumped after drinking water?
- Was it easy to run while having a cup on the head?

#### Connect

- Is there any other time that you drank a cup of water and finished it? What had happen?
- Is it necessary to drink water every day? Why?

#### Apply

- How much water should a person drink per day? How must that water be?
- Are there some effects of drinking dirty water on our body? What are they?

### **Variation of the game**

Tell each team to fill the bucket with water that is equal to the quantity that must be drunk every day. Give points for awarding the team that tried to fill the bucket with water.

## **6.6 Additional exercises/games**

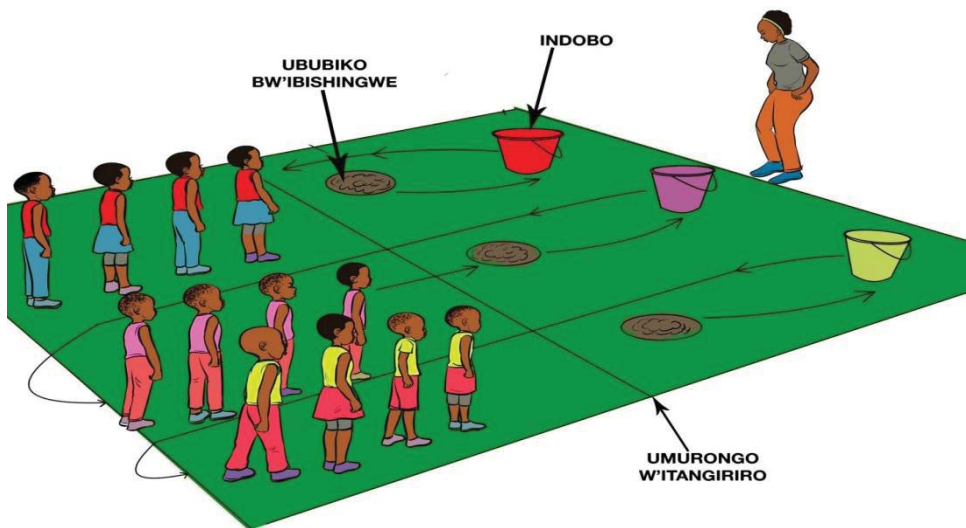
### **Title of the game: Garbage/wastes collection (Kuyora ibishingwe)**

#### **Summary of the game**

It's a game where children interchange as they run and dispose wastes where they must be.

#### **Organization and rules of the game**

1. Draw a starting line using a piece of chalk or other materials;
2. Make teams of 6-8 peoples;
3. Ask each team to make a straight line behind the drawn line;
4. Draw a line in front of the team about 5 meters (see the picture);
5. Put buckets at the end of the court in front of each team.(see the picture);
6. Put garbage in each bucket;
7. Give explanations and demonstrate to learners how to play the game :
  - This game is a game of relays;
  - When the leader says" Go" the first child in each team runs to the team's circle, he/she takes one thing from the wastes, then continues to run and put it in the bucket he/she then turns back and touches shakes hands with the next child and he/she moves behind the line;
  - The objective of this game is to remove all wastes from the circle and put them in the bucket as fast as possible;
  - The game ends when each team has finished removing all wastes from the circle and putting them in the bucket.



*Fig 6.2: Garbage/wastes collection game*

### Points to consider

- Observe if children do all the necessary to remove wastes from the circle and put them in the bucket.
- How children help their fellows to do the activity.

### Closing discussion

#### Reflect

- How did you feel when you were disposing wastes in the bucket?
- What helped you to remove your wastes before others?

#### Connect

- Is there any other time you did an activity of collecting garbage/wastes?

#### Apply

- When and where can you do an activity like this?

### Variation of the game

- Increase the distance between the circle and the bucket
- Add other types of wastes,; example: plastic bottles, bottle tops, plastic sacks

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