



Examinations Council
of Eswatini

EPC

ESWATINI PRIMARY CERTIFICATE

Syllabus

For Examination In 2025 - 2027

Health & Physical Education

Subject Code: 642

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HEALTH AND PHYSICAL EDUCATION SYLLABUS 2025-2027

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INTRODUCTION

This syllabus provides guidance to Primary Schools and all stakeholders, on the structure, content, assessment and balance of the Health and Physical Education for Grades 5, 6 and 7 Primary Level in ESwatini. It will provide an opportunity to develop knowledge and skills in both theoretical and practical aspects towards good health, personal development, and physical activity.

The syllabus encourages a learner-centred approach using all available resources to display and exhibit good health practices, personal development and physical activity. To achieve the highest possible standard, the facilitator can use various teaching methods such as: demonstration, research, group discussions, dramatisation, projects, discovery, problem solving, experimental learning, question and answer.

The structure of this syllabus comprises of:

- Aims and Rationale
- Assessment objectives
- Assessment criteria
- Curriculum content
- Grade description
- Practical Generic mark schemes
- Assessment Forms

RATIOALE

Regular physical activity is fundamental to the development and maintenance of good health. It can improve cardiovascular efficiency and control obesity which contributes to conditions such as high blood pressure and high cholesterol levels, heart disease, Type 2 diabetes and liver disease. Health and Physical Education promotes an enjoyment of, and positive attitudes towards, regular physical activity and an active lifestyle by encouraging all learners to participate and perform at their highest level in several sports. This can stimulate a lifelong involvement with sport and regular participation in a range of purposeful and enjoyable physical pursuits. It can also lead to some learners pursuing careers in the sports and health industries. Through Health and Physical Education learners develop a sense of personal responsibility for their own health and for the decisions and the choices they make in relation to their behaviour and actions. This increases the likelihood of lifelong health benefits to themselves, their family, and their community. It also increases learners' future potential income and contributes to the national economy as healthier children are likely to stay in school longer and learn more, thus earning more when they enter the workforce; and healthier adults can work longer and harder than sick people. Health and Physical Education provides opportunities for learners to develop desirable personal and social attributes such as the concept of fair play, the acceptance of success and failure, and the ability to co-operate in group situations. It also equips learners with the skills to assess and manage risk, to protect themselves and others and to reduce the potential for harm.

AIMS

The aim of Health and Physical Education is to promote enjoyment of, and positive attitudes towards, good health, personal development and physical activity and their contribution to lifelong health-related fitness and an active lifestyle.

This syllabus has been designed and developed to:

1. Guide teaching and assessment of the different subject areas in Health and Physical Education as stated in the syllabus components.
2. Enable learners to acquire knowledge, skills and positive attitude necessary for decision making in Health and Physical Education subject areas,
3. Outline the depth of content to be covered in preparations for examination in Grade 7.
4. Standardize the teaching, test and examination used to assess the different field of study in Health and Physical Education Health and Physical Education.
5. Help learners understand roles and responsibility, promote enjoyment and positive attitudes towards, good health, personal development and physical activity.
6. Demonstrate an understanding of safety and hygienic rules in Health and Physical Education.
7. Create awareness of international standards on contemporary issues such as environmental issues, HIV/AIDS, human rights and food security.
8. Articulate and dovetail the lower and higher levels of Health and Physical Education.

SYLLABUS COMPONENTS

The content of this syllabus is divided into strands. Each strand identifies a particular aspect of the subject. Each strand is further organized into several sub-strands which are broad topics within the strands.

Strands	Sub-strands in the Upper Primary Phase
Personal development	Growth and development; Safe living; Future plans
Health	Nutrition; Personal and environmental health; Active lifestyle
Physical fitness	Flexibility and co-ordination; Strength and endurance
Gymnastics	Movement; Activity with partner
Sport skills	Manipulative skills; Games; Co-operation and good sportsmanship
Athletics	Running; Jumping; Throwing; Competing; Co-operation and good sportsmanship

ASSESSMENT OBJECTIVES

By the end of Grade 7 all learners should be able to:

A. Knowledge, understanding and skills

Through the Health and Physical Education syllabus, learners will develop knowledge, understanding and skills to:

- Promote their personal development and well-being
- Protect themselves from danger and abuse
- Make informed health and life choices
- Interact and cooperate with others
- Develop competence in a range of sports skills and games
- Develop competence in a range of gymnastics movements
- Develop competence in running, jumping and throwing

Questions used for testing these objectives usually begin with words such as: name, give, discuss, outline, state, describe, define, select, list, explain, match, identify, demonstrate.

B. Values and Attitudes

Learners will develop:

- An appreciation of, and a commitment to, healthy ways of living
- An understanding of fair play through participation and competition
- An awareness of, and become discerning about, the various influences on their choices and decisions.
- Qualities of self-esteem, confidence, initiative and leadership
- A love of sport and physical activity
- A sense of self-reliance and discipline
- A sense of care and respect for themselves and others.

When testing these objectives, words like the following could be used: summarize, show, support, justify, demonstrate, examine, suggest, rewrite, differentiate, compare, analyze.

ASSESSMENT CRITERIA

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The syllabus has been drawn upon the assumption that candidates will have done one hour of practical session and 30 minutes of theory per week (e.g. 3×30 minutes periods) during three years before final examination in Grade 7.

It is compulsory for all candidates to enter for Paper 1(Theory) and Paper 2(Practical and coursework) to be eligible for the award of Grade A to G. A description of each paper follows:

Papers	Description	Time	Weighting
Paper 1	Theory Paper (Written paper)	1 hour	70%
Paper 2	Practical Examination. <ul style="list-style-type: none">• Coursework (Guided practical)• Practical session	2 hours	30%

SCHEME OF ASSESSMENT

Paper 1 (Theory) – consisting of 50 Marks.

Multiple Choice Questions

Paper 2 Coursework (Guided Practical) consisting of 50 Marks.

This is a practical paper which consists of **two** sessions (Planning Session-1 hour 30 minutes and Practical Session-2 hours). The planning session is done a week before the actual practical examination. This paper will test competencies mainly in demonstration of endurance and strength of the whole body through engaging in individual activities. Each candidate is expected to select **one** practical on which to work on from the choice of **three**. The duration of the guided coursework is 12 weeks and commences from May and must be completed by end of August each year. The candidates will perform to the class the chosen activity after the 12 weeks. The teacher will assess the performance.

Candidate's marks must be entered into an assessment rubric to be provided and forwarded to schools. These assessment rubrics are to be submitted to the Examination Council of Eswatini for moderation at the end of October each calendar year. This paper will be weighed at 30 % of the final available mark.

CURRICULUM CONTENT

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Introduction

The learners will study all the strands as outlined in the curriculum content below. It is divided into six strands, namely Personal Development, Health, Physical Fitness, Gymnastics, Sport Skills, and Athletics. The topics are presented in a suggested teaching order. However, individual teachers may wish to alter them to suit their own contextualised approach.

STRAND: Personal Development	
SUB STRAND: Growth and Development	
COMPETENCY	INDICATORS OF SUCCESS
A. Compare the physical changes that occur during puberty in boys and girls	The learner can: <ul style="list-style-type: none">- Define puberty- Identify physical changes in males and females of the onset of puberty- Explain the reasons for body odour at the onset of puberty and the importance of maintaining good hygiene during this stage of development- Give reasons why physical changes differs from person to person- Describe, in simple terms, the male and female reproductive systems
B. Describe the emotional changes that occur in boys and girls during puberty	The learner can: <ul style="list-style-type: none">- State the emotions that they experience at puberty.- Discuss about their emotional feelings and thoughts; and their relations with their peers.- Discuss factors that influence sexuality
C. Discuss responsible behaviours	The learner can: <ul style="list-style-type: none">- Explain when is the right time to have a relationship and what needs to be considered before engaging in relationships- Discuss consequences of early sexual debut and benefits of abstinence- Dramatize how to handle pressure from peers and inter-generational relationships

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D. Explain and demonstrate strategies for dealing with life changes	The learner can: <ul style="list-style-type: none"> - Outline feelings associated with life changes - Explain how to deal with life changes - Describe how media influences appearance, gender and its effect on self-esteem
SUB STRAND: Safe Living	
COMPETENCY	INDICATORS OF SUCCESS
A. Identify dangerous places in the environment and propose ways to reduce the risk of harm	The learner can: <ul style="list-style-type: none"> - Identify dangerous places in their environment - Discuss how to reduce the risk of harm in the environment - State how friends can influence their behaviour negatively - Mention ways of coping with negative influences
B. Discuss situations where their safety might be at risk and practise strategies for dealing with these situations	The learner can: <ul style="list-style-type: none"> - Give examples of different types of abuse - Identify people and places in the community to go to for help - Assess different risky scenarios and discuss possible appropriate responses - Describe how one should respond to any type of abuse (communication skills, empowerment and resilience to any type of abuse)
C. Demonstrate how to deal with accident and emergency situation	The learner can: <ul style="list-style-type: none"> - Write an accident and emergency plans for the school and home (e.g. drowning, snake-bites, lightning and thunderstorm, flooding, electric shock, injuries, fainting, vehicle hits, burns, scales, chocking) - Demonstrate how to attend to an accident at school and at home - Role play how to contact the emergency services in the event of an accident, provide accurate information and address
D. Relate their personal interests to possible future study or occupations	The learner can: <ul style="list-style-type: none"> - Describe their personal interests on various career paths - List possible career choices based on these interests - Research appropriate subject choices for each career

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STRAND: Health	
SUB STRAND: Nutrition	
COMPETENCY	INDICATORS OF SUCCESS
A. Name the three basic food groups and describe their importance in the functioning of the body	The learner can: <ul style="list-style-type: none"> - Identify, draw and name energy giving foods - State the functions of energy giving foods - Identify, draw and name body-building foods - State the functions of body-building foods - Identify, draw and name protective foods - State the functions of protective foods
B. Describe a balanced diet and the importance of eating a variety of foods in the right proportions	The learner can: <ul style="list-style-type: none"> - Define a balanced diet - Plan a balanced meal by choosing foods from different food groups - Discuss from the three food groups, which should be served on a large proportion - Explain the importance of drinking water so to keep the body healthy
C. Show an understanding of the link between food eaten and activity levels and that an imbalance has an effect on weight	The learner can: <ul style="list-style-type: none"> - Name activities which consume more or less energy - Explain why vigorous sporting activities and heavy physical work make us hungry - Explain how the body turns food into energy - Relate the amount of food eaten to the activity carried out - Discuss the effects of over eating with little activity - Design an eating plan for a major physical activity
D. Explain the food needs of people of different ages	The learner can: <ul style="list-style-type: none"> - Compare the nutritional needs during early childhood, puberty, pregnancy, middle and old age - Discuss the relationship between physical activity, food intake and growth
E. Show an understanding of foods to eat and to avoid when engaging in physical activity	The learner can: <ul style="list-style-type: none"> - list foods to eat during physical activity - state food to avoid when doing physical activity - explain when is the right time to eat during physical activity

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SUB STRAND: Personal and environmental health	
COMPETENCY	INDICATORS OF SUCCESS
A. Establish the effect of harmful substances on their health	The learner can: <ul style="list-style-type: none"> - Discuss reasons why people use drugs for medical and non-medical purposes - Describe the effects of smoking and passive smoking on the body - State the effects of alcohol on the body - Name the effects of alcohol and illegal drug use on the community
B. Propose ways of responding to pressures to use harmful substances	The learner can: <ul style="list-style-type: none"> - Discuss who or what influences the use of harmful substances - Illustrate ways of responding to pressure to the use of harmful substances - Design a poster about the danger of using harmful substances
C. Explain what reactions and feelings people have about HIV and AIDS	The learner can: <ul style="list-style-type: none"> - Describe common reactions people have about HIV and AIDS - Create a poster/poem to encourage positive reactions about HIV/AIDS - Compose a song that will build resilience on people affected or infected with HIV/AIDS
D. Recognise the signs and symptoms of common infectious diseases (including HIV and AIDS) and explain how to prevent them spreading	The learner can: <ul style="list-style-type: none"> - Identify the signs and symptoms of common infectious diseases - Describe how infectious diseases are transmitted and explain how transmission can be prevented - Explain how the HIV virus is transmitted - Explain how the body's immune system works to overcome the invasion of diseases - Discuss ways of preventing the spread of HIV and AIDS
E. Explain the importance of taking care and responsibility for people infected with, and affected by, HIV and AIDS	The learner can: <ul style="list-style-type: none"> - Distinguish between the terms HIV and AIDS - Differentiate between people infected with HIV and AIDS - Describe the type of care that people infected with, and affected by, HIV/AIDS should receive
F. Appreciate the importance of lifestyle in preventing non-	The learner can: <ul style="list-style-type: none"> - Define non-communicable diseases - Give a list of non-communicable diseases

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communicable diseases	<ul style="list-style-type: none"> - Explain the importance of prevention, early detection and treatment - Describe the effect of one's lifestyle on non-communicable diseases - Explain how non-communicable diseases can be prevented by one's lifestyle
G. Explain how people with HIV and AIDS can live positively	The learner can: <ul style="list-style-type: none"> - Research on HIV testing and counselling services (HTS) - Explain the importance of HTS - Describe how support groups help people infected with, and affected by, HIV/AIDS - Describe how HIV is treated - Explain the importance of adhering to Anti-Retroviral Therapy (ART) treatment
SUB STRAND: Active Lifestyle	
COMPETENCY	INDICATORS OF SUCCESS
A. Explain the relationship between regular and varied physical activity and health	The learner can: <ul style="list-style-type: none"> - Identify regular and varied physical activities - List health-related activities that should be done more frequently than sedentary activities - Demonstrate regular and varied physical activities - Develop their own activity pyramid and keep a record of their activities over a week - Describe the benefits of physical activity for the heart, lungs and muscles - Explain the importance of playing active games for heart health compared to doing sedentary activities for a long period
B. Maintain an active lifestyle	The learner can: <ul style="list-style-type: none"> - List the major components of health-related fitness - Identify activities they enjoy doing that improve different aspects of health-related fitness - Describe the physical, emotional and social benefits of participation in physical activities - Participate in fitness assessments and analyse changes - Develop an activity plan to build upon strengths in order to improve weaknesses - Engage in regular physical activity
STRAND: Physical Fitness	
SUB STRAND: Flexibility and co-ordination	
COMPETENCY	INDICATORS OF SUCCESS
A. Perform flexibility exercises	The learner can:

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	<ul style="list-style-type: none"> - Describe role of flexibility in injury prevention - Perform warm-up flexibility and coordination activities with arms, legs, shoulders and trunk - List static and dynamic exercises that enhance flexibility - Participate in static and dynamic exercises that enhance flexibility - Create a flexibility routine plan
B. Demonstrate activities displaying body coordination	The learner can: <ul style="list-style-type: none"> - List bilateral coordination activities - Perform bilateral coordination activities
C. Perform flexibility exercises	The learner can: <ul style="list-style-type: none"> - Describe the importance of warming up before performing flexibility exercises - Perform quadriceps, hamstring and calf stretches - Perform dynamic stretching exercises individually and in groups - Measure flexibility of selected partner's muscles. - List static and dynamic exercises that enhance flexibility - Participate in static and dynamic exercises that enhance flexibility - Create and participate in a flexibility plan routine
D. Demonstrate activities displaying body coordination individually and with partners	The learner can: <ul style="list-style-type: none"> - Throw/ strike/ kick, receive and retain possession of an object individually and with others using a variety of body parts and implements - Demonstrate aerobics showing two or more moves - Perform skills that require: <ul style="list-style-type: none"> - good hand- eye coordination - good hand-foot-eye coordination - good foot coordination - Demonstrate bilateral feet movement - Juggle with two or more balls

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E. Perform flexibility exercises	The learner can: <ul style="list-style-type: none"> - Describe when to use dynamic and static stretches - Use proper names of exercises and muscles when doing flexibility that benefit those muscles - Perform flexibility exercises - Measure the flexibility of a partner - List exercises that enhance flexibility - Participate in exercises that enhance flexibility - Demonstrate the difference between dynamic and static stretches - Create a flexibility plan routine for a specified activity
F. Demonstrate activities displaying body coordination individually, with partners or in groups	The learner can: <ul style="list-style-type: none"> - Demonstrate juggling of the ball using different parts of the body - Create individual, dual, and team body coordinating activities - Sequence basic aerobic movements incorporating three or more moves - Give examples of sports that require - eye-hand coordination - eye-foot coordination
SUB STRAND: Strength and Endurance	
COMPETENCY	INDICATORS OF SUCCESS
A. Demonstrate strength and endurance of the whole body through individual, partner and group activities	The learner can: <ul style="list-style-type: none"> - Apply appropriate warm up and cool down activities - Engage in a variety of movement that promote muscular endurance - Use own body weight to challenge and improve muscular strength - Participate in a circuit training activity designed to improve muscular endurance and strength
B. Demonstrate strength and endurance of the whole body through individual, partner and group activities	The learner can: <ul style="list-style-type: none"> - Participate in aerobic activity - Perform routines to develop muscular endurance - Implement resistance training exercises as means of developing muscular strength - Combine locomotor, non-locomotor and manipulative skills
C. Demonstrate strength and endurance of the whole body through individual, partner and group activities	The learner can: <ul style="list-style-type: none"> - Design a weekly personal fitness programme

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STRAND: Gymnastics	
SUB STRAND: Movement	
COMPETENCY	INDICATORS OF SUCCESS
A. Demonstrate control in performing sequences of introductory gymnastic movements	The learner can: <ul style="list-style-type: none"> - Perform a variety of gymnastics stunts - Demonstrate sequence in performing gymnastics stunts. - Use a skipping rope to perform locomotor movement skills - Perform a variety of steps in aerobic dance sequence
B. Demonstrate control in performing sequences of introductory gymnastic movements	The learner can: <ul style="list-style-type: none"> - Identify ways they can move by using different pathways, levels and directions - Take weight on different body parts to perform a series of static balances - Produce movement sequences that include a starting and finishing position - Perform various forward and backward rolling activities - Perform handstands with support, bunny jumps, handstand with quarter turn - Perform cartwheels with bent leg; around a circle; along a line - Evaluate their own and others performances in order to improve it
C. Demonstrate coordinated actions of the body whilst performing gymnastic sequences	The learner can: <ul style="list-style-type: none"> - Demonstrate locomotor patterns from a variety of locomotor forms alone and with others - Demonstrate non-locomotor skills from a variety of non-locomotor forms alone and others - Perform rhythmic patterns - Choreograph and perform gymnastic movements in small groups - Evaluate their own and others performances in order to improve it
SUB STRAND: Activities with Partners	
COMPETENCY	INDICATORS OF SUCCESS
A. Practice and perform partner stunts	The learner can: <ul style="list-style-type: none"> - Demonstrate basic rhythmic steps showing two or more steps in rope skipping in groups of three or more - Perform a variety of mirrored balances with a partner

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	<ul style="list-style-type: none"> - Display numbers, letters and human tower using gymnastic movement patterns
B. Practice and perform group stunts	<p>The learner can:</p> <ul style="list-style-type: none"> - Design and perform stunts and tumbling routines while combining movements such as rolling and balancing into smooth flowing sequences in groups of three - Create a pyramid or statue demonstrating balances - Analyse and correct errors in each other's movement patterns for rolling, balancing and weight transfer - Develop and perform a routine in groups of 4 including rolls, balances, springs and rotations - Use a skipping rope to perform a variety of gymnastic movement and sequence with a group - Analyse and correct errors in each other's movement patterns for rolling, balancing and weight transfer
STRAND: Sport Skills	
SUB STRAND: Manipulative Skills	
COMPETENCY	INDICATORS OF SUCCESS
<p>Demonstrate a range of skills in practices and modified games:</p> <p>Skill: Dribbling</p>	<p>The learner can:</p> <ul style="list-style-type: none"> - Dribble using alternate hands and change directions using the correct technique - Dribble changing speed and direction of foot using correct technique - Demonstrate hand and foot dribbling with the ball around objects on the ground and along a designated pathway - Demonstrate hand and foot dribbling past a defender and shooting for goal - Demonstrate hand and foot dribbling through many gates in a set time - Participate in a range of minor games
Skill: Throwing and catching	<p>The learner can:</p> <ul style="list-style-type: none"> - Demonstrate different methods of throwing and catching an object - Participate in throwing and catching an object <ul style="list-style-type: none"> (i) underarm (ii) overarm (iii) chest pass - Participate in a range of minor games - Demonstrate and perform a chest pass throw - Participate in a range of minor games

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	<ul style="list-style-type: none"> - Use an overarm throw for height and distance with increasing accuracy - Use an underarm throw (pitch) for accuracy over short distances and increase the speed of delivery - Participate in a range of minor games
Skill: Kicking	The learner can: <ul style="list-style-type: none"> - Demonstrate a variety of kicks - Apply spin to make the ball curve in the air - Participate in a range of minor games - In pairs kick a ball
Skill: Striking	The learner can: <ul style="list-style-type: none"> - Strike a moving ball using two hands - Strike a moving ball using one hand - Participate in a range of minor games - Practise and refine striking skills - Strike a moving ball using double-handed back hand
Skill: Serving and volleying	The learner can: <ul style="list-style-type: none"> - Demonstrate an underarm volleyball serve while serving the ball over the net - Demonstrate an overhead pass in volleyball
SUB STRAND: Games	
COMPETENCY	INDICATORS OF SUCCESS
A. Participate in a variety of games and modified sports	The learner can: <ul style="list-style-type: none"> - Apply appropriate warm up and cool down activities - Identify ways of creating spaces to receive the ball or evade an opponent - Experiment with different ways of maximising the use of space - Move using different pathways - Practice changing levels - Play mini games - Demonstrate knowledge of skills, techniques, rules and umpiring procedures for team and individual games
B. Participate in relay games	The learner can: <ul style="list-style-type: none"> - In teams of six, play around the field relay using batons - Participate in crawling and hopping relay competitions over a distance of 15m
C. Participate in a variety of games and modified sports	The learner can: <ul style="list-style-type: none"> - Experiment with different ways of maximising the use of space

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SUB STRAND: Co-operation and good sportsmanship	
COMPETENCY	INDICATORS OF SUCCESS
A. Demonstrate good co-operation and teamwork	The learner can: <ul style="list-style-type: none"> - Identify examples of good team work and co-operation after each game - Participate in games where communication and cooperation is important - Observe the rules of the games
B. Demonstrate good sportsmanship	The learner can: <ul style="list-style-type: none"> - Develop a code of behaviour for participating in games - Demonstrate fair play - Demonstrate acceptable responses to winning and losing
STRAND: Athletics	
SUB STRAND: Running	
COMPETENCY	INDICATORS OF SUCCESS
A. Demonstrate running technique incorporating endurance and speed	The learner can: <ul style="list-style-type: none"> - Perform a standing start following commands '<i>On your marks, go</i>' - Sprint with correct arm action and good posture over short distances and as part of relays - Run continuously at an even pace for 4 minutes - Practise refined skills - Baton change in relays Overhand/underhand baton changing - Participate in shuttle relays
SUB STRAND: Jumping	
COMPETENCY	INDICATORS OF SUCCESS
A. Demonstrate jumping technique for distance and height	The learner can: <ul style="list-style-type: none"> - Perform forward squat jumps, using two feet and landing on both feet and measure the distance covered in 5 jumps - Perform cross-hopping for 20 seconds - Jump for distance from a standing position into a sandpit or grass - Jump into a pit from a three-stride approach - Identify which technique helped increase the distance jumped - Explore and practice different ways of jumping distance - Demonstrate the four phases of long jump

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SUB STRAND: Throwing	
COMPETENCY	INDICATORS OF SUCCESS
A. Demonstrate throwing technique for distance and accuracy	<p>The learner can:</p> <ul style="list-style-type: none"> - Throw objects using an overhead forward and backward throw - Demonstrate shotput by putting beanbags or small balls or stones over a line - Throw a broom stick overarm from a standing position - Sling a hoop/Frisbee towards a target - Demonstrate throwing an object from different positions - Identify which position produced the furthest distance - Demonstrate throwing a shot put/ball using the glide technique - Use appropriate grip, swing and release techniques when throwing object - State the importance of building momentum when throwing - Demonstrate skills related to throwing the shot/ball - Demonstrate skills related to throwing the discuss

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Criteria for assessment

Plan	Scale	Actual mark	Comment
Submission on time	1		
Weeks - Days - Date - Month - Year	1 1 1 1		
Time allocation - Break by weeks (12 weeks)	2		
Laps - Number of laps	2		
Personal outfit - Is it according to the activity - Changed from uniform	2 2		
Warm ups - Are they according to the activity - Are they time bound	2 2		
Main activity - Events sequential - Starting from simplest to more complex	2 2		
Selected activities - Maximum of 5 activities from selected activity	5		
Progressive increase - Progression (e.g. warm up, walking, trotting cool down) - Time - Endurance - Flexibility - Agility - Movement	2 2 2 2 2 2		
Cool down - Are they according to the activity - Are they time bound	2 2		

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<p>Building upon strength</p> <ul style="list-style-type: none"> - Push ups - Pull ups - Squats - Lifting weight - Equipment - Resistance bands - Lifting and moving boxes - Digging in the garden - Calf raises - Dump bells (lifting two 5l bottles with water/sand) - Medicine balls <p>NB: learners are also at liberty to research more on strength building exercises</p>			
<p>Neatness</p> <ul style="list-style-type: none"> - Clean file 	2		
<p>Creativity</p> <ul style="list-style-type: none"> - Drawings - Pictures 	2 2		
<p>Presentation of file</p> <ul style="list-style-type: none"> - Should be sequential 	2		