

ACTIVITY CARD 8

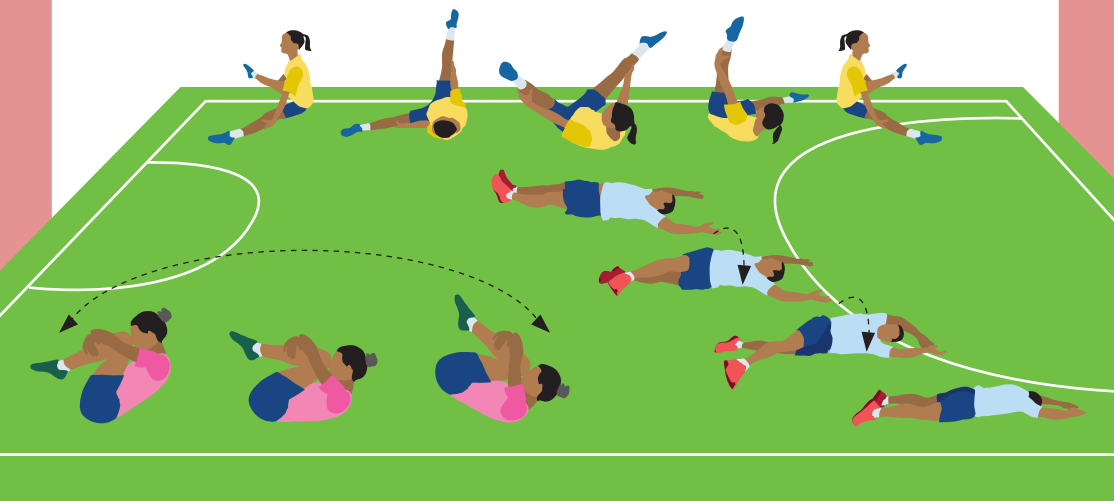
GYMNASTIC ROLES - GRADE 1

OBJECTIVE / LEARNING OUTCOME

By the end of each lesson the learners will be able to perform, practice and appreciate dynamic gymnastic balances for strength, coordination, balance, space awareness, excellence and self-esteem.

Activities

Egg Roll – Bear Roll – Log Roll



- Roll in a long thin shape from your tummy to your back and back again
- Roll down a slope in a long thin shape
- Rock backwards and forwards in a tucked shape
- Start by sitting on the floor in a straddle position. Hold legs below knees. Lean body over towards the shoulder on one side. Fold more tightly until you roll over your back and return to a sitting straddle position

Learning Points

- Does the body roll smoothly?
- Is there a lot of body tension in the core?
- Can they roll in a straight line?
- Can they stay in a tight tucked shape when performing a roll?

Progress activities and challenge learner's thinking and understanding

How you do it:
Force • Time • Flow

Where you do it:
Level • Direction • Range

Who or what you do it with:
Objects • People • Combined

Can you roll..?

quietly or loudly – softly or with a lot of force.

Can you roll..?

forwards - sideways
-backwards - in a small/narrow/wide shape - in a straight line.

Can you roll..?

on a mat - on a bench - with a partner; moving towards or away from - at the same time as a partner - while carrying a hoop/ball - down a slope - through a hoop.



Safety tips

- Ensure the surface on which the learner rolls, is dry, soft, and free of hazards
- Ensure the learner can not roll into a place that has some danger
- Ensure learners do not roll into each other
- Ensure there are 2 adults of different genders supervising the activities



Assessment Criteria

- Ability to demonstrate dynamic gymnastic balances for strength, coordination, balance, space awareness, excellence and self-esteem



Space

- Sports hall or field
- Modify space for inclusivity



Equipment

- Gymnastics mats
- Adapt equipment to suit learners with special needs in your lesson



Core Competencies

Communication & Collaboration	• Encourage learners to select and perform different rolls together.
Self-efficacy	• Ask learners to reflect on how it feels when they perform the rolling activities well?
Critical Thinking & Problem Solving	• Ask learners to think about how the tasks can be made easier or harder.
Creativity & Imagination	• Ask learners how the different gymnastic rolls could be turned into a game. Ask them to design the game and set the rules.
Citizenship	• Encourage learners to reflect on how being responsible impacts positively on others in our community.
Digital Literacy	• Ask learners to find & watch videos online of different gymnastics rolling exercises.
Learning to Learn	• Encourage learners to reflect and discuss on what they have learned during today's activities.



TREE Framework

Easier

Roll down a slope. Egg roll from knees to knees.

Harder

Try a dish-and-arch roll. Vary entry and exit points to rolls. Roll carrying a piece of equipment. Roll in unison with a partner.

Inclusivity

Ascertain from learner, parent, guardian, or carer, what rolling movements they can safely practice. Allow learners with less advanced co-ordination and motor skills or wheelchair users to take part by asking them to balance an object in different ways whilst moving. Ensure learners with visual impairments understand the action and ask other learners to assist them. Encourage boys and girls to mix during activities.



Game

Chain roll

Perform in groups of up to four learners.

On a strip of mats, learners lie down with the width of an outstretched arm. between them.

Learners roll to the end of the room/course as a team without rolling into each other?



Sport4Development Approach

- Use the Sport4Development approach to teaching life skills

Sample life skill learning outcome

Learners can explain what it means to be responsible and describe responsibilities they have at school, at home, or in the community.

Facilitator explains that learners have rights and responsibilities. An example would be that learners have a right to education, but they also have a responsibility to come to school and to study.

Facilitator asks what responsibilities we have when taking part in physical education or sport. To play fairly, to wear PE kit, to respect other learners, to arrive on time, to help clear up after practice.

Facilitator asks learners what responsibilities do they have at home?

