

## ACTIVITY CARD 11

## PUSHING AND PULLING - GRADE 2

## OBJECTIVE / LEARNING OUTCOME

By the end of the lesson, learner will be able to perform, practice and appreciate pushing and pulling for strength, coordination, endurance, balance, self-awareness, and self-esteem.

## Activities



- Pair learners, sitting back-to-back, on command learners must try to push their partner over the line.
- Pair of learners enter a small circle, learners take a hold of each other's arms, then try to push or pull learner out of the circle.
- Pair learners, one lies on back on mats, other stands with feet shoulder width apart, learner who is lying down grips ankles of learner standing up and pulls themselves to slide towards standing learner; standing

learner then shuffles back. Continue so pair can travel across the mats. Alternative learner lies on their front.

- Pair learners, sitting facing each other, feet together, holding hands. One learner pulls partner up into standing position.
- Pair learners, use a belt or rope, play tug of war, sitting and standing.

## Learning Points

- Take a firm grip of the rope or partners hands or arms
- Stance should provide balance and make it difficult to be pulled or pushed over
- Legs and core muscles are used not just arms

## 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 push or pull...?**  
strongly/gently – using a rhythm – quickly/slowly.

**Can you push or pull...?**  
In a straight line – to one side or the other – moving in a circular motion – standing/sitting – a person or team across a line – out of a circle.

**Can you push or pull...?**  
a partner or an object – on your own, as a pair or in a team – person in a wheelchair – person sitting on a skateboard or a sledge.



## Safety Tips

- Make sure the practice area is suitable for sitting or sliding on
- Ensure surface is soft enough to fall on safely and free of hazards
- Ask learners to perform actions properly demonstrating respect for each other
- Do not wrap belts or ropes around hands
- Stop activity if learners are being too forceful in their actions
- Ensure there are 2 adults of different genders supervising the activities



## Assessment Criteria

- Ability to push and pull for strength, coordinate, endure, balance, develop self awareness, and self-esteem



## Space

- Sports hall or field with safe surfaces for the activities
- Modify space for inclusivity



## Equipment

- Belts or ropes
- Adapt equipment to suit learners with special needs in your lesson



## Core Competencies

- |  |   |
|--|---|
| <b>Communication &amp; Collaboration</b>       | • Learners to work together collaboratively during the paired and team activities.  |
| <b>Self-efficacy</b>                           | • Learners are encouraged to demonstrate respect for each other during the pushing and pulling activities.                      |
| <b>Critical Thinking &amp; Problem Solving</b> | • Learners are encouraged to think about their body positions when pushing and pulling to gain maximum advantage.               |
| <b>Creativity &amp; Imagination</b>            | • Encourage learners to devise rules for their tug of war.  |
| <b>Citizenship</b>                             | • Learners learn the importance of rules in society.  |
| <b>Digital Literacy</b>                        | • Ask learners to find & watch videos online of sports where there is pushing and pulling – rugby, bob sleigh, tug of war, etc. |
| <b>Learning to Learn</b>                       | • Learners learn about pushing and pulling forces in nature, science, and engineering.  |



## TREE Framework

### Easier

Reduce the size and weight of partners, teams or objects being pushed or pulled. Carefully mix learners to create tug of war teams of equal strength.

### Harder

Increase the size and weight of partners, teams or objects being pushed or pulled.

### Inclusivity

Provide learners with visual impairments with a guide. Ensure learners with hearing impairments understand the task using other learners to demonstrate the actions first.

Assess what activities learners with less advanced co-ordination and motor skills or wheelchair users can perform such as sitting rather than standing push and pull activities.



## Game

### Tug of War

Play Tug of War belt/rope games in pairs or in small teams. Winner pulls partner or team over a line. Bets of three pulls wins.

Include variations:

- Standing using right hand only to grip belt/rope
- Standing using left hand only to grip belt/rope
- Standing using both hands to grip belt/rope



## Sport4Development Approach

- Use the Sport4Development approach to teaching life skills

### Sample life skill learning outcome

Learners can explain what rules are and why rules are important when playing sport or attending school.

Facilitator asks learners what rules were set for the Tug of War game?

Facilitator asks why there are rules when playing sports or games. So that everyone understands how to play the game. To make sure the game is fair for everyone.

Facilitator asks learners where else there rule? Learners identify school, home, laws in society. Facilitator asks learners to give some examples of rules that they must adhere to in different settings.

Facilitator asks learners why rules are important even if at times they do not like them.

