

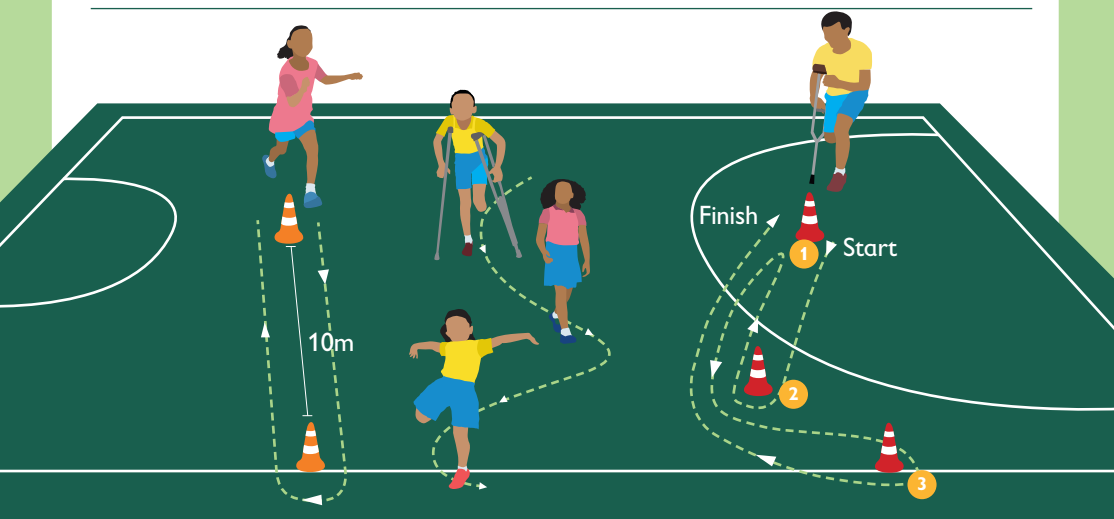
## ACTIVITY CARD 12

## STOPPING AND TURNING - GRADE 2

## OBJECTIVE / LEARNING OUTCOME

By the end of the lesson, learners will be able to perform, practice and appreciate stopping and turning for strength, coordination, endurance, balance, space awareness, excellence, and self-esteem.

## Activities



- learners walk around the play area. Facilitator shouts directions, turn left, turn right, make a complete turn 180 degrees.
- Learners take part in a shuttle run where they must run to a cone, turn around it and then back to the start to tag the next learner. Small teams race each other.
- Set up three cones in an I shape, learner walks from first to second cone, stops and turns around to return to first cone, stops and walks to second cone turns and walks to and around third cone back to and around second cone, then walk back to first cone. Next learner then goes. Learners can run, gallop, or skip between cones.

- Learners jog around a sports court. When facilitator blows whistle, learners make a low jump. As learners landing foot contacts with the ground, they shout “ice” (imagine that the foot is stuck in ‘ice’ to avoid the temptation to step. As their second foot contacts the ground, they must yell “cream”. The landing foot must stay grounded – to be used as a pivot point only. The other foot can be moved to maintain balance. Another blow of the whistle signifies to continue jogging and repeat the process.

## Learning Points

- Lower centre of gravity and shift balance backwards to stop.
- Lean in to turns.
- Use arms to assist balance when stopping or turning.
- Jump, land, balance - use non-landing foot to balance in a jump stop.

## 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
<b>Can you stop or turn...?</b> quickly/slowly – keeping your balance.	<b>Can you stop or turn...?</b> walking, running, skipping, galloping, jumping - without moving your landing foot (stop) – using a quarter, half, or complete turn (turning) – whilst lying down – performing dynamic balances.	<b>Can you stop or turn...?</b> on command – on a whistle sound – to music stopping – whilst dribbling a ball with hands or feet – whilst carrying a ball or object – following a leader – being chased – at or around markers or objects – during a relay race.



## Safety Tips

- Make sure the play area is clear of trip hazards
- Ask learners to keep their heads up and eyes looking forward to avoid collisions
- Ensure there are 2 adults of different genders supervising the activities



## Assessment Criteria

- Ability to stop and turn for strength, coordinate, endure, balance, develop space awareness, excellence, and self-esteem



## Space

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



## Equipment

- Cones, hoops, ropes, balls and relay batons
- Adapt equipment to suit learners with special needs in your lesson



## Core Competencies

<b>Communication &amp; Collaboration</b>	• Learners listen to commands to stop and turn. Learners work together in teams to perform relay races.
<b>Self-efficacy</b>	• Learners develop a sense of identity through learning about diversity and celebrating similarities and differences in people.
<b>Critical Thinking &amp; Problem Solving</b>	• Learners must make decisions to stop or which direction and how they can turn.
<b>Creativity &amp; Imagination</b>	• Learners learn from customs and practices of people of different backgrounds and culture.
<b>Citizenship</b>	• Learners can appreciate that Kenyan citizens have many different cultural and religious backgrounds.
<b>Digital Literacy</b>	• Ask learners to find online video of netball players performing a jump stop.
<b>Learning to Learn</b>	• Learners develop an understanding of the importance of stopping and turning with or without a ball or object in many sports.



## TREE Framework

### Easier

Start with walking and then advance to other forms of movement. Keep distances short.

### Harder

Increase the speed of movements including the stop and turn actions. Increase the distances covered. Perform movements bouncing or dribbling a ball with hands or feet. Introduce chasers or opposition.

### Inclusivity

Select movements that learners with less advanced co-ordination and motor skills or wheelchair users can perform. Use a hard surface for wheelchair users. Use flags to signal stops or turns to learners with hearing impairments and whistle sounds for learners with a visual impairment.



## Game

### Change Direction

- Learners asked to move around an area using alternative forms of locomotion. On command from the facilitator to “stop” or “turn”. For turns the facilitator will indicate to turn left, right, or a full 180 degrees back in the direction they came from. Learners should immediately perform the required action.
- Learners are then asked to move around the area whilst bouncing a ball. On command from the facilitator to “stop” or “turn” they must perform the action whilst continuing to bounce a ball. They must act immediately without losing control of the ball.
- Learners are then asked to move around the area whilst dribbling a ball with their feet or hands. On command from the facilitator to “stop” or “turn” they must perform the action whilst continuing to dribble a ball. They must act immediately without losing control of the ball.



## Sport4Development Approach

- Use the Sport4Development approach to teaching life skills

### Sample life skill learning outcome

Learners can identify and celebrate similarities and differences between people.

Facilitator asks the learners in pairs or small groups to identify differences and similarities between themselves. How are you different and how are you alike? Facilitator tells the group that everyone is unique and that we are all similar yet different in many ways.

Facilitator asks learners to identify similarities and differences between different groups of people living in Kenya. Similarities might include that people of different backgrounds like sport. Facilitator reminds learners that we can learn from people of different backgrounds and should celebrate similarities and differences.

