

ACTIVITY CARD 17

TWISTING, SLIDING
AND DODGING - GRADE 4

LEARNING OUTCOME

By the end of the lesson, learner will be able to perform, practice and appreciate twisting, sliding, and dodging for strength, coordination, endurance, balance, excellence, and self-esteem.

Activities

Twisting, Sliding, Dodging



- Perform some gentle stretching exercises whilst standing, twisting to one side and then the other
- Walk, pull knee and opposite arm across body in a gentle twisting action
- Jog with crossover steps that rotate your hips
- Practice sliding to the right, then to the left
- Run towards a cone and dodge right, run back wide to start, repeat dodging to the left

Learning Points

Sliding

- Stand with feet shoulder width apart
- Bend knees slightly
- Step to the side with lead foot
- Back foot chase to catch lead foot

Dodging

- Head up, looking where they are going
- Getting down lower to change direction
- Ready position on the balls of their feet, wide stable base
- Ability to dodge both left and right
- Change in direction completed in one step

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 twist, slide or dodge...? quickly/slowly – smoothly - like a rugby player/dancer.	Can you try twisting, sliding, or dodging...? to your right/left sideways, backwards, forwards - from high to low/low to high - using only one step – using multiple steps.	How about twisting, sliding, or dodging...? a rolled ball - a soft ball thrown at you - around some cones on the floor - a person running towards you - a person chasing you - through an obstacle course while soft balls are being thrown at you – to catch a ball.



Safety Tips

- Make sure the practice area is clear of trip hazards and rubbish
- Only use gentle twisting actions where the learner is in control of the stretching action
- Keep head up when walking or running. This help learners maintain spatial awareness and can prevent collisions
- Ensure there are 2 adults of different genders supervising the activities
- Ensure the ground surface is suitable for sliding and dodging activities, particularly to avoid slips and falls



Assessment Criteria

- Check for speed and accuracy in changing direction while dodging
- Ability to control and balance during sliding



Space

- Sports hall or field
- Modify space for inclusivity



Equipment

- Cones and balls
- Adapt equipment to suit learners with special needs in your lesson



Core Competencies

Communication & Collaboration	• Set sliding and dodging activities where learners must work with a partner or in small groups. Encourage learners to reflect and discuss how they communicated and worked together
Self-efficacy	• Learners build self esteem as they master skills and take them to a higher level. Facilitators can check to see if learners are building confidence in their abilities.
Critical Thinking & Problem Solving	• Learners must assess their options in dodging the opposition and to make critical decisions on the direction to take.
Creativity & Imagination	• Ask learners to select different exercises or activities that involve twisting parts of the body.
Citizenship	• Ask learners to consider how people change direction and dodge their responsibilities as citizens.
Digital Literacy	• Ask learners to find videos online of rugby and watch how players dodge being tackled.
Learning to Learn	• Encourage learners to adopt a healthy lifestyle and to study the benefits of exercise, rest, healthy eating, good hygiene and other health promoting behaviours.



TREE Framework

Easier

Reduce the speed at which activities are performed. Begin with slow, deliberate movements before advancing to faster, more complex tasks.

Harder

Activities are performed at a faster pace. Roll ball at learner sliding that they must avoid. Introduce taggers that the learner must dodge.

Inclusivity

Learners with less advanced co-ordination and motor skills can perform twists, slides, and dodges from standing or walking. They can traverse shorter distances. Wheelchair users can be included by substituting changes in direction as they push their wheelchair. Learners with visual impairments can move towards a single or two calls. Encourage boys and girls to mix during activities.



Game

Follow My Lead

Organise the learners in pairs.

Learners each take a turn take turn as the leader.

One behind the other learner follows the leader dodging in and out in the play area.

Facilitator asks learners to try to make it hard for their partner to stick with them?



Sport4Development Approach

- Use the Sport4Development approach to teaching life skills.

Sample life skill learning outcome

Learners can recognise and value the benefits of exercise, rest, healthy eating, and good hygiene.

Facilitator asks learners to reflect on all the things we need to do to stay fit and healthy not just for sport but for day to day living. Facilitator makes a list of the responses and asks what the benefits of each are? Exercise builds a strong heart, stops us gaining weight, makes us feel better mentally. Rest allows our bodies to recover. Healthy eating provides the fuel we need and protects the body by providing vitamins and minerals. Good hygiene helps us avoid bacteria and viruses that attack our bodies.

Facilitator should be aware that learners may bring forward other factors such as not smoking.

