

ACTIVITY CARD 16

SKIPPING AND GALLOPING - GRADE 3

LEARNING OUTCOME

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

Activities



- Skip or gallop in different directions
- Skip or gallop without using your arms
- Skip up high, down low
- Skip or gallop landing on your toes
- Skip or gallop keeping your legs stiff
- Skip or gallop eight steps to the right or left
- Skip or gallop while bouncing a ball
- Skip or gallop taking big/small steps
- Skip or gallop with your right /left foot forward

Learning Points

Galloping

- Lead foot stays in front.
- Step forward followed by trailing foot.
- Arms bent and moving in rhythm.
- Brief period when both feet are off the ground.

Skipping

- Step-hop pattern on alternating feet.
- Arms moving in opposition to the legs.
- Knee of non-support leg pushed forward to prepare for hop.

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 skip?

like a giant, a pixie, a clown, a soldier - happily/angrily/sadly, tightly/loosely - to the beat of the drum or to music - quickly/slowly, at varying speeds - as quietly/loudly as you can - in time to the music - as if you were going through mud - swinging your arms, inwards/outwards.

Can you gallop?

landing on your toes - very quietly/loudly - as quickly/slowly as you can - to the beat of a drum - keeping both legs stiff.

Can you try skipping?

making yourself very small and gradually getting taller - being as tall as you can - forwards/sideways/backwards - in a straight line, in a curved pathway, in a circle, in shapes you have learned in Maths.

Can you try galloping?

sideways - getting smaller/bigger - forwards/backwards - taking big/small steps - to the left/right.

What if you skip?

without touching any lines on the floor - with a partner - going backwards while your partner goes forwards, holding hands so you both skip around on the spot.

What if you gallop?

along a line - from one line to another - behind/beside/in front of a partner - with a ball - with a hoop - while bouncing/catching a ball.



Safety Tips

- Make sure the practice area is clear of trip hazards and rubbish
- Wear appropriate shoes
- Ask learners to avoid collisions with each other
- Ensure there are 2 adults of different genders supervising the activities



Assessment Criteria

- Ability to maintain a consistent rhythm while skipping and change direction smoothly while galloping for strength



Space

- Sports hall or field
- Modify space for inclusivity



Equipment

- Cones or similar for markers and balls
- Adapt equipment to suit learners with special needs in your lesson



Core Competencies

Communication & Collaboration • Use relay races to encourage learners to work together in teams.

Self-efficacy • Ask learners to keep their heads up and skip or gallop and with confidence. What does this look like? Head held high, chest out. Ask how it feels?

Critical Thinking & Problem Solving • Ask learners to perform skipping or galloping tasks that require them to think and work out how they can complete the task.

Creativity & Imagination • Ask learners to think about different animals that skip or gallop? Ask them to pretend to be one of those animals during activities.

Citizenship • Encourage learners to reflect and discuss the importance of food security to the nation. Encourage them not to waste food.

Digital Literacy • Ask learners to find & watch videos of different animals skipping and galloping.

Learning to Learn • Encourage learners to take an interest in the food they eat and how it contributes to their health and wellbeing.



TREE Framework

Easier

Reduce the size of the play area. Allow learners to enter a safe zone to rest or avoid collisions.

Harder

Use music. Ask learners to perform the action whilst bouncing a ball or negotiating a course of objects.

Inclusivity

Allow for wheelchair users to take part by ensuring hard surface. Allow learners with limited mobility to move around the sports field in a manner and speed best suited to them. Provide learners with a visual impairment with a guide. Encourage boys and girls to mix during activities.



Game

Lion King

Three learners selected to be the lions with a foam ball each for tagging.

Place hoops in the playing area (these are safe areas e.g. caves, trees).

Lions chase their prey, running around the space (they can move faster than the prey).

The prey (learners can select the animals they want to be) skip/gallop around the play area. They can temporarily escape the lions by standing in a hoop (three-second limit).

When the prey steps into a hoop the lion must chase someone else.

Any prey that is tagged must skip/gallop around the outside of the area.

After a certain time stop the game and count how many animals the lions have eaten.



Sport4Development Approach

- Use the Sport4Development approach to teaching life skills.

Sample life skill learning outcome

Learners can demonstrate awareness of the importance of healthy eating.

Facilitator talks to learners about Lions being carnivores. They eat the meat of other animals that they catch.

Facilitator asks learners what other types of foods do we eat as humans that lions do not eat? Write the responses down and then ask which of the healthy food categories do they fit into? Highlight whether their responses are vegetables, fruit, grains, dairy or proteins. Ask learners which of the foods they identify might be unhealthy food choices – they contain too much sugar, salt or fats and are empty calories i.e. do not provide minerals and vitamins needed for health.

