

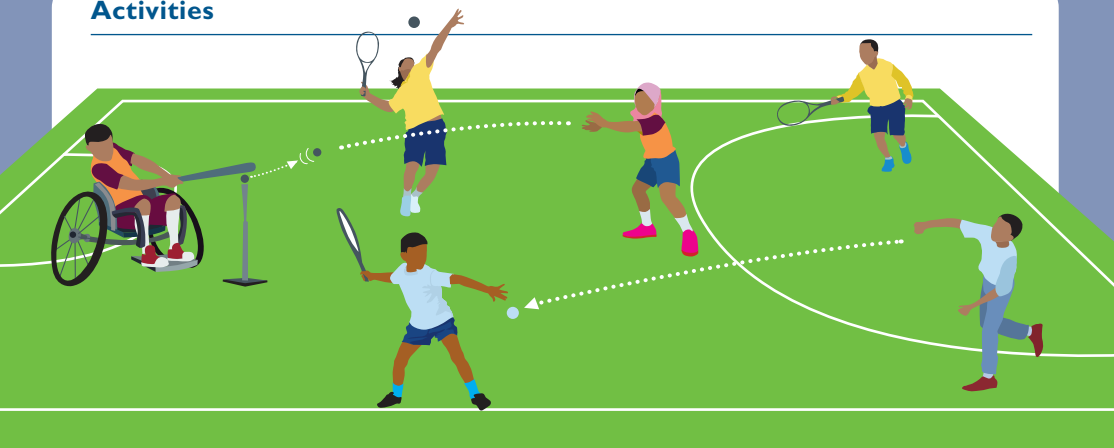
ACTIVITY CARD 18

STRIKING - GRADE 3

LEARNING OUTCOME

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

Activities



- Hold the bat with both hands, keeping your knuckles aligned and feet shoulder-width apart.
- Keep a balloon or soft ball in the air by striking it with your hands.
- Bounce a ball then volley it with your hand, against the wall, let it bounce and catch it. How many times can you do this? Can you do this using alternate hands?
- Use a bat (cricket, rounders, table tennis) to hit a ball off a tee, using both hands and one hand.
- Self-feed a ball and hit it.
- Hit a ball with a hockey stick towards a target.
- Keep a balloon up in the air with a tennis racquet.
- Using a tennis racquet, to balance a ball on one side, balance the ball and move.
- Alternate the sides of the bat. Hit ball up to head height with palm up/palm down/alternating palm up and down. Hit ball up five times without it hitting the ground.
- Hit a ball thrown at you by a partner after a bounce.

Learning Points

- Keep eyes focused on the ball
- Body turned to shift weight from back to front
- Follow through towards target
- Adopt a ready position before swinging or striking

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 strike an object, such as a ball or balloon...? as hard/soft as you can - to make a loud/quiet noise - slowly/quickly - like an elf/monster - with jerky or smooth movements. | Can you strike an object, such as a ball or balloon...? so it travels at different levels - in a straight line - up/down - backwards/forwards - using different body parts - with the other hand. | What if you strike an object, such as a ball or balloon...? over a target - into a target - with different objects (table-tennis, bat, hockey stick, racquet) - to a partner - thrown by a partner - off a tee. |



Safety Tips

- Make sure the practice area is clear of hazards and rubbish
- Ensure learners keep a safe distance from anyone swinging a bat
- Make sure there are no windows or fragile objects that can be broken by ball struck by learners
- Ensure there are 2 adults of different genders supervising the activities
- Check that all equipment is in good condition and suitable for the learners' age and skill level
- Ensure the practice area is clear of non-participants to prevent accidental injuries from stray balls or swinging bats



Assessment Criteria

- Check for consistency in maintaining proper form
- Ability to accurately hit the ball towards a target



Space

- Sports hall or field
- Modify space for inclusivity



Equipment

- Variety of types and sizes of bats and balls. Tee for tee-ball
- Adapt equipment to suit learners with special needs in your lesson



Core Competencies

| | |
|--|---|
| Communication & Collaboration | • Ask learners striking and catching ball to talk to each other and give feedback on the striker's actions. |
| Self-efficacy | • Ask learners to see how far they can strike an object using a variety of sports implements. Facilitator provides praise for all efforts and feedback on the action. |
| Critical Thinking & Problem Solving | • Ask learners to think and work out what implements they would like to strike a ball with for it to travel different distances. |
| Creativity & Imagination | • Ask learners to think of different ways to strike a ball or object. |
| Citizenship | • Encourage learners to identify personal goals that would contribute back to their family or community or society as a whole. |
| Digital Literacy | • Ask learners to find & watch videos online of different games involving striking a ball – baseball, soft ball, hockey, ice hockey, cricket, golf, etc |
| Learning to Learn | • Encourage learners to reflect on what they might want to do in the future and how education and training might help them do so. |



TREE Framework

Easier

Use slow-moving balls. Increase the surface area of striking implement. Decrease distance between the batter and catcher or between two batters. Starting with striking a stationary object (like a ball on a tee) and gradually move to hitting a moving target.

Harder

Introduce defenders to guard targets. Decrease the surface area of striking implement or the size of the balls used. Increase distance between the batter and catcher or between two batters.

Inclusivity

Learners with limited mobility can use a bat with a ball attached by string or a bat with a larger surface area. They can use a striking implement with a large surface area or can use a lighter larger ball or balloon. Learners who are visually impaired can use a ball with a bell or can feel for the position of a ball on a Tee before striking.



Game

Beat the Ball

Set up a tee-ball diamond. Divide learners into two teams. One will team field, the other bat.

The learners on the batting team take turns to bat the ball then run around the diamond and back home. The fielding team must all line up behind the person who retrieves the ball before the batter runs back to home base.

Variations:

- Players can kick or throw the ball.
- Players must run around their own team.
- Fielding team must line up and pass the ball through their legs to the last player.



Sport4Development Approach

- Use the Sport4Development approach to teaching life skills.

Sample life skill learning outcome

Learners can identify what they are good at and their goals for the future.

Facilitator asks learners to identify what bats and balls they can use successfully when practicing striking activities. What worked for them when striking. Facilitator reinforces the fact that we can all improve our skills if we practice and asks how learners would know they are improving.

Facilitator asks learners to identify things they are good at in school and at home. Asks learners what things they cannot quite do yet but think they will be able to do with practice.

