

## ACTIVITY CARD 22

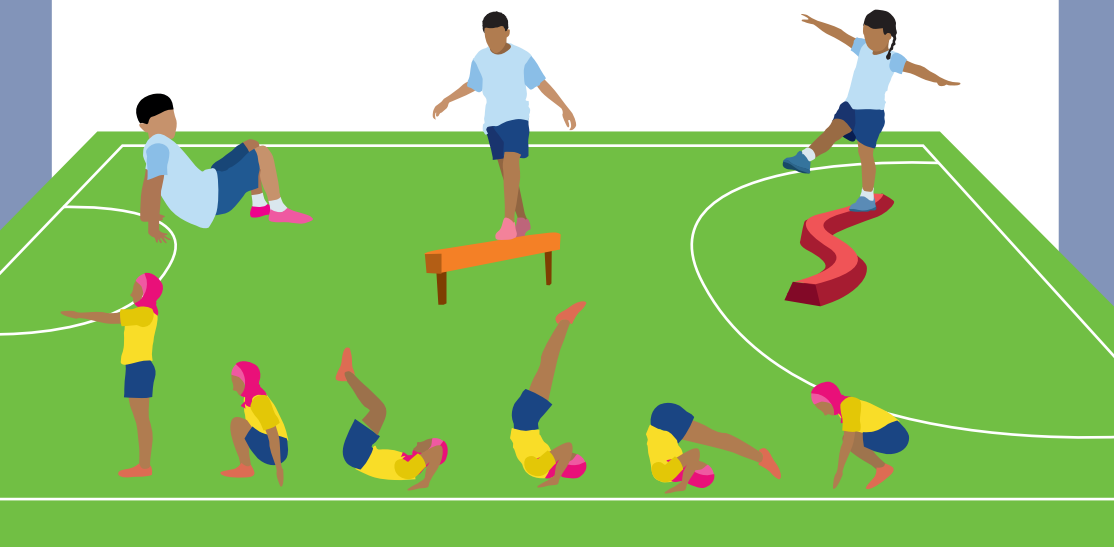
## DYNAMIC BALANCE - GRADE 3

## OBJECTIVE / LEARNING OUTCOME

By the end of the lesson, learners will be able to perform, practice and appreciate dynamic gymnastic balances for strength, coordination, balance, excellence, and self-esteem.

## Activities

Beam Balance – Backward Roll – Crab Walk



- Walk along a line - slowly, heel to toe
- Walk along a line with a beanbag on your head
- Step through a hoop whilst walking along a line
- Walk along a bench
- Perform a backward roll to stand
- Practice crab walking in different directions

## Learning Points

**Beam Balance**

- Walk along a line - slowly, heel to toe
- Use arms for balance

**Crab Walk**

- Sitting on the floor with your feet hip-distance apart in front of you
- Arms behind your back with fingers facing hips
- Lift hips off the floor and tighten abdominals
- Walk four or more steps as space allows, then walk back

**Backward Roll**

- Head should be tucked to the chest, with the back rounded
- Arms should remain above the shoulders. Roll backward by dropping buttocks to the floor and bringing legs up over their head
- Hands should be placed on the floor, around the head
- Push with the hands and arms when the tucked body is in vertical before the feet contact the floor
- Finish rotation in a squat stand, stand up and raise arms up above head.

## 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 walk/roll...?</b> Quietly or loudly – softly or with a lot of force.	<b>Can you try walking/rolling...?</b> Forwards - sideways -backwards - in a small/narrow/wide shape - in a straight line.	<b>What if you try walking/rolling...?</b> On a mat - on a bench - with a partner, moving towards or away from - at the same time as a partner – throwing a ball.



## Safety Tips

- Ensure the surface on which the learner rolls, is dry, soft, and free of hazards
- Ensure the learner cannot roll/walk into a place that has some danger
- Ensure there are 2 adults of different genders supervising the activities



## Assessment Criteria

- Ability to perform dynamic gymnastic balances for strength and coordination



## Space

- Sports hall or field
- Modify space for inclusivity



## Equipment

- Gymnastics mats, benches, bean bags and balls
- Adapt equipment to suit learners with special needs in your lesson



## Core Competencies

<b>Communication &amp; Collaboration</b>	• Encourage learners to select and perform different dynamic balance exercises together.
<b>Self-efficacy</b>	• Ask learners to recognise different feelings and associate their feelings with their self-esteem and self-confidence.
<b>Critical Thinking &amp; Problem Solving</b>	• Ask learners to think about how the tasks can be made easier or harder.
<b>Creativity &amp; Imagination</b>	• Ask learners how the different gymnastic walks and rolls could be turned into a game. Ask them to design the game and set the rules.
<b>Citizenship</b>	• Ask learners what aspects of being from Kenya make them proud?
<b>Digital Literacy</b>	• Ask learners to find & watch videos online of different gymnastics balances, rolls and walks.
<b>Learning to Learn</b>	• Encourage learners to reflect and discuss on what they have learned during today's activities.



## TREE Framework

### Easier

Practice walking a long a line on the floor. Facilitator provides support for backward roll.

### Harder

Progress from walking line to walking along a bench. Backward roll from a standing position. Roll in unison with a partner.

### Inclusivity

Ascertain from learner, parent, guardian, or carer, what movements they can safely practice. Allow learners with less advanced co-ordination and motor skills or wheelchair users to take part by asking them to balance an object in different ways whilst moving. Ensure learners with visual impairments understand the action and ask other learners to assist them. Encourage boys and girls to mix during activities.



## Game

### Partner balances

Learners walk along their own line and must pick up beanbags and put them in a bag. How many beanbags can they pick up in one minute?

Can learners do it with a beanbag on their head? Can they pick it up using only right hand?

**Variations:** Each colour becomes a type of vegetable: red = carrots, yellow = sweetpotatoes, green = cabbage, blue = eggplant.

Learners given a shopping list, e.g. two eggplants, three sweet potatoes, a cabbage and four carrots, and have to remember and pick up the right beanbags.

**Facilitator shouts:** "Vegetable Garden" and the learners must collect all the different vegetables.

Use all the lines in an area so the learners can avoid each other too.



## Sport4Development Approach

- Use the Sport4Development approach to teaching life skills.

### Sample life skill learning outcome

Learners can name a range of feelings and understand that experiencing different emotions is a natural and important part of being human.

Facilitator asks learners what feelings or emotions they might have if they were playing against another team and lost the match? If they won the match, what different feelings or emotions might they have?

Ask learners what other feelings or emotions they might experience at different times and mark these on a board. Comment on the range of feelings and emotions we all experience at different times and explain it is natural and important part of being a human.



SPORT FOR  
DEVELOPMENT

