

ACTIVITY CARD 4

STRETCHING, BENDING
AND CURLING - GRADE 1

OBJECTIVE / LEARNING OUTCOME

By the end of each lesson the learners will be able to perform, practice and appreciate stretching, bending, and curling for flexibility, agility, coordination, endurance, balance, space awareness, excellence, and self-esteem.

Activities



- Stretch sideways, one way, then the other
- Stretch your arms up and back, down and back, to the sides and back
- Stretch your arms across your chest
- Sit and stretch forwards, legs together, legs apart
- Rotate to one side, then the other, when standing, when sitting
- Bend forwards, bend backwards, when standing, when sitting
- Curl forwards into a tight ball

Learning Points

- Complete some exercise to raise heart rate and warm muscles before stretching
- Stretch slowly and gently
- Hold stretches for a count of 10-15
- Stretch all parts of the body

Progress activities and challenge learner's thinking and understanding

How you do it:
Force • Time • Flow

Can you stretch, bend and curl...?

Hold positions for 10, 15 or 20 seconds – push gently into the stretch – select exercises working from your head down to your feet.

Where you do it:
Level • Direction • Range

Can you stretch, bend and curl...?

Selecting parts of the body and using a variety of movements for each part.

Who or what you do it with:
Objects • People • Combined

Can you stretch, bend and curl...?

With a facilitator leading, leading on your own, with a partner taking care not to over-stretch – with equipment such as a ball or hoop.



Safety tips

- Make sure the surface on which learners will sit or lie down on is dry
- Ensure learners stretch slowly and gently
- Full supervision of all stretching exercises
- Ensure there are 2 adults of different genders supervising the activities



Assessment Criteria

- Ability to demonstrate stretching, bending and curling using the various body parts
- Ability to demonstrate stretching, bending and curling using a range of body positions



Space

- Sports hall or field
- Modify space for inclusivity



Equipment

- Gymnastics mats
- Adapt equipment to suit learners with special needs in your lesson



Core Competencies

Communication & Collaboration	• Ask learners to work in pairs and perform partner stretching, bending, or curling exercises.
Self-efficacy	• Ask learners to select and demonstrate stretching, bending, or curling exercises to the group providing the opportunity for learners to lead and build self-confidence.
Critical Thinking & Problem Solving	• Ask learners to select exercises for part of the body. An exercise involving the arms, or the legs, or the torso.
Creativity & Imagination	• Ask learners to select names for exercises.
Citizenship	• Ask learners to work with others in choosing stretching, bending, or curling exercises and performing them.
Digital Literacy	• Ask learners to find & watch video of gymnasts or athletes stretching.
Learning to Learn	• Encourage learners to reflect and discuss on what they have learned during today's activities?



TREE Framework

Easier

Use simpler stretching, bending or curling exercises.

Harder

Select more challenging stretching, bending or curling exercises. Ask children to make up their own routine of stretching, bending or curling exercises

Inclusivity

Consult with learners with a disability, their parents, guardians, or carers to understand what exercises they can perform or not. Offer alternative exercises where there are limitations. Provide demonstrations to learners with hearing impairments and a verbal description to learners with visual impairments. Encourage boys and girls to mix during activities.



Game

Do this, do not do that

The facilitator performs an action and gives the instruction “do this” or “do that”.

When the facilitator says do this the learners must copy the actions.

When the facilitator says do that the learners must not copy the action.

The facilitator demonstrates a range of stretches, bends, or curls



Sport4Development Approach

- Use the Sport4Development approach to teaching life skills.

Sample life skill learning outcome

Learners can explain about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).

Facilitator asks learners how they are feeling after the stretching exercises. Ask what words they would use to describe how they feel.

Facilitator asks learners if they know about good secrets and bad secrets. Good secrets are happy surprises like a surprise birthday party or present. We do not tell the secret because we want it to be a happy surprise. We should never keep secrets that make us feel bad or uncomfortable. Learners can share bad secrets with a trusted adult.

Facilitator discusses with learners who are their trusted adults that they can go to if they have been asked to keep a bad secret.



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