

- Walk in lots of different ways
- Walk in different ways around the school hall, field
- Walk to different areas on a list, for example, walk to a tree, or walk to the football goal
- Walk in time to different pieces of music
- Walk following a leader, in groups of three or four
- The leader sets the pace, from slow to fast and back again

- Sports hall or field
- Modify space for inclusivity



Equipment

- Cones, hoops, ropes, balls and music player
- Adapt equipment to suit learners with special needs in your lesson



Core Competencies

Communication & Collaboration

- Set walking 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

- Ask learners to walk with confidence. What does this look like? Head held high, chest out. Ask how it feels?

Critical Thinking & Problem Solving

- Ask learners to perform walking tasks that require them to think and work out how they can complete the task.

Creativity & Imagination

- Ask learners to be creative in selecting walks. Can you walk like a robot, a ghost, a giraffe?

Citizenship

- Encourage learners to reflect and discuss how citizens sometimes walk/march peacefully together to protest for their rights.

Digital Literacy

- Ask learners to find & watch videos online of people race walking.

Learning to Learn

- Encourage learners to reflect and discuss on what they have learned during today's activities?



TREE Framework

Easier

Shorten the distance to areas on list. Slower rhythm. Walk in smaller groups.

Harder

Use music. Add in other movements. Add equipment. Watch some marching-band displays on the internet and design some more complex routines. Add ways of walking to the list, e.g. walk sideways to the tree, backwards to the start. Make a longer list so it becomes a memory challenge.

Inclusivity

- Allow for wheelchair users to take part by ensuring hard surface
- Allow learners with a visual impairment to partner with a guide
- Encourage boys and girls to mix during activities
- Allow learners with a physical handicap to take part by ensuring hard surface



Game

Cross the Pond

Learners participate as individuals.

Learners walk around the outside of a large circle. On command of “cross the pond”, they walk through the centre of the circle without bumping into each other; and then continue walking around the circle. Ask learners to change direction and walk the other way around the circle.

Progression: Learners run or gallop or skip. Learners move with a partner holding hands. Move using different locomotion. Learners walk backwards, sideways. Walk around circle but skip across the pond. Make the circle smaller.

Learners to respect other's space by not bumping into them.

Facilitator should consider which core competences this game contributes to.



Sport4Development Approach

- Use the Sport4Development approach to teaching life skills

Sample life skill learning outcome

Learners can recognise risk in simple everyday situations and what action to take to minimise harm.

Facilitator asks learners to identify risks on the sports field – hazards, players on the field, etc.

Facilitator asks learners to identify risks at school, at home, in the community.

Facilitator asks learners to reflect on some of the risks or dangers they have identified and what they can do to avoid or minimise these risks.



SPORT FOR
DEVELOPMENT

