

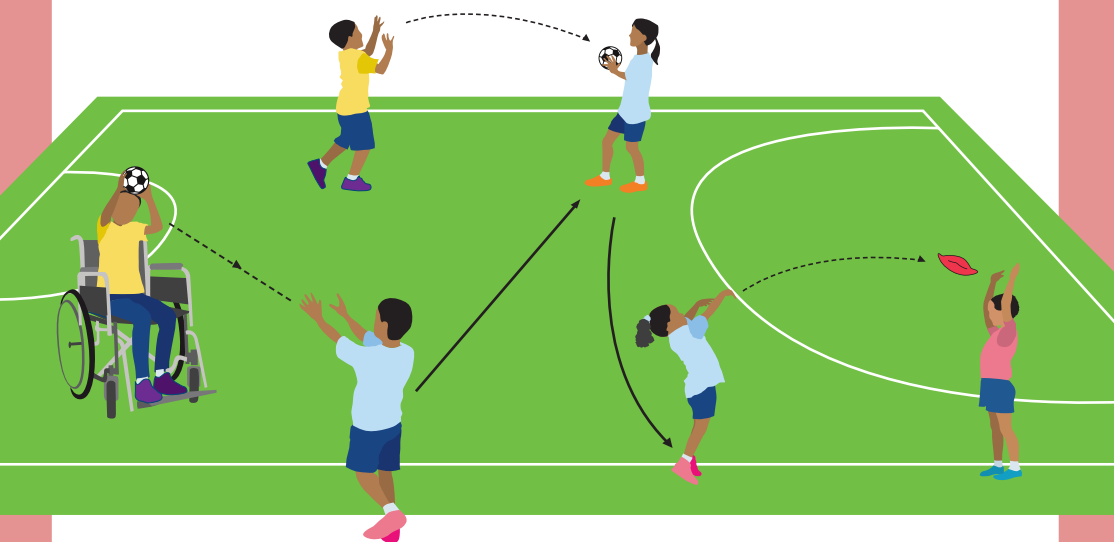
ACTIVITY CARD 6

CATCHING - GRADE 1

OBJECTIVE / LEARNING OUTCOME

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

Activities



- Pick up a ball rolled by your partner with two hands/one hand/the other hand
- Chase a rolled ball, get in front of it and pick it up
- Catch a ball bounced/thrown to you down low/up high, with two hands/one hand/the other hand
- Move around, bounce passing, throwing, and catching the ball with your partner
- Make 5–10 catches without dropping the ball
- Catch as many times as possible in 30 seconds
- Take one step back every time you make a successful catch

Learning Points

- Relaxed fingers pointing up for catches above the waist and down for catches below the waist
- Move towards the path of the ball
- Relaxed reach for the ball
- Use of the arms to help absorb the object and bring it towards the body
- Watch the flight of the ball

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 catch...? bending your arms - with your arms straight - the ball as quickly as you can - as slowly as you can.	Can you catch...? a ball thrown low/high - a ball coming from the side/ different directions - on your foot - crouching down/jumping up.	Can you catch...? different sized balls – beanbag – balloon - frisbee - while holding hands with a partner.



Safety tips

- Ask learners passing balls not to throw them too hard
- Make sure the practice area is clear of trip hazards
- Make sure there are no windows or other fragile objects that can be damaged if hit by a ball
- Ensure there are 2 adults of different genders supervising the activities



Assessment Criteria

- Ability to demonstrate catching for strength, coordination, endurance, balance, excellence, and self-esteem



Space

- Sports hall or field
- Modify space for inclusivity



Equipment

- Different sizes and types of balls, bean bags, frisbees and balloons
- Adapt equipment to suit learners with special needs in your lesson



Core Competencies

Communication & Collaboration	• Set catching activities where learners must work with a partner or in small groups.
Self-efficacy	• Ask learners to praise each other when they successfully catch the ball. Facilitators should encourage learner progression by giving praise.
Critical Thinking & Problem Solving	• Ask learners to perform catching tasks that require them to think and work out how they can complete the task.
Creativity & Imagination	• Ask learners to practice catching balls coming from different locations.
Citizenship	• Have learners pass a ball in a circle. When they receive the ball they must name one of their rights as a child citizen.
Digital Literacy	• Ask learners to find & watch videos online of cricket, baseball or softball to find out how players catch the ball.
Learning to Learn	• Encourage learners to reflect and discuss on what they have learned during today's activities?



TREE Framework

Easier

Reduce the distance between pairs. Roll or bounce-pass the ball. Larger, softer, lighter balls, velcro mitt and ball. Do it on your own.

Harder

Catch the ball without a bounce. Work with a group. Pass while moving.

Inclusivity

A learner with less advanced co-ordination and motor skills can be included by another player standing close and sending a short throw. They can use a scoop instead of hands to catch thrown object. Learners with visual impairments can use a bell ball or throw ball up and catch. Wheelchair users can you chase a rolling ball, get alongside it, roll the ball up the wheel and catch it.



Game

Passball

Learners line up in zigzag formation 2-3 metres apart.

Use a large ball and start with the end learner.

Using a chest pass, pass the ball in a zig-zag pattern up and down the lines.



Sport4Development Approach

- Use the Sport4Development approach to teaching life skills.

Sample life skill learning outcome

Learners can say no to bullying and know who to ask for help if they experience or witness bullying.

Facilitator asks learners what bullying is and asks is it right for someone to bully others? Bullying is when someone repeatedly says or does some thing to hurt another person.

Facilitator explains that bullying is wrong and is not tolerated in the school.

Facilitator asks what learners can do if they are being bullied? They can tell the bully to stop and if this does not work, they can tell a trusted adult.

Facilitator asks learners who their network of trusted adults are?



SPORT FOR
DEVELOPMENT

