

ACTIVITY CARD 15

DYNAMIC BALANCE - GRADE 2

OBJECTIVE / LEARNING OUTCOME

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

Activities

Forward Roll – Wheelbarrow Walk



- In pairs take turns at performing a wheelbarrow walk
- Roll in a straight line?
- Stay in a tight tucked shape when performing a roll?
- Stand up at the end of a forward roll, without using your hands
- Keep a beanbag under your chin while doing a forward roll
- Catch a ball roll back then roll forward to pass a ball.

Learning Points

- Wheelbarrow walk - body tension in the core and legs
- Forward roll - tuck chin to chest, place the back of their head onto floor, push off the floor with legs and rotate overhead onto back
- Press feet onto the floor and whip arms forward to stand up

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 walk/roll...?
quietly or loudly – softly
or with a lot of force.

Can you walk/roll...?
forwards - sideways
-backwards - in a small/
narrow/wide shape - in a
straight line.

Can you walk/roll...?
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 into a place that has some danger
- Ensure learners do not roll into each other
- Tuck chin to chest, place the back of their head onto floor
- Ensure there are 2 adults of different genders supervising the activities



Assessment Criteria

- Ability to perform static gymnastic balances for strength, creativity, and self-esteem



Space

- Sports hall or field
- Modify space for inclusivity



Equipment

- Gymnastics mats, bean bags and balls



Core Competencies

Communication & Collaboration	• Encourage learners to select and perform different rolls together.
Self-efficacy	• Ask learners to recognise different feelings and associate their feelings with self-esteem and self-confidence.
Critical Thinking & Problem Solving	• Ask learners to think about how the tasks can be made easier or harder.
Creativity & Imagination	• Ask learners how the different gymnastic rolls could be turned into a game. Ask them to design the game and set the rules.
Citizenship	• Ask learners what national holidays make them feel happy and discuss the reasons for these holidays.
Digital Literacy	• Ask learners to find & watch videos online of different gymnastics rolling exercises.
Learning to Learn	• Encourage learners to reflect and discuss on what they have learned during today's activities.



TREE Framework

Easier

Make the wheelbarrow walk easier by holding the learner's legs closer to their hips. Facilitator provides support for forward roll.

Harder

Make the wheelbarrow walk harder by holding the learner's legs closer to their feet. Roll in unison with a partner. Perform a sequence of rolls one after another.

Inclusivity

Ascertain from learner, parent, guardian, or carer, what rolling 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

Roll back in

Set up a square playing area with a mat on each side.

Two learners act as taggers. Learners move around the room in a variety of ways trying to avoid the taggers.

When they are tagged, they run out of the side of the area and do a type of roll on the mat and can then join in again.



Sport4Development Approach

- Use the Sport4Development approach to teaching life skills.

Sample life skill learning outcome

Learners can recognise and manage negative feelings such as anger, sadness, or loss.

Facilitator asks learners to identify the feelings they have when performing the exercises? Were they happy or sad, elated, or frustrated, angry, or pleased?

Ask learners for examples of things that make them feel happy, sad, angry, calm, alone, etc.

Ask learner what they should do if they are feeling angry, sad, or alone. Angry – talk to a trusted adult about why they are feeling angry. Sad – talk to someone or do something that makes you feel happy. Alone – talk to someone or go out with some friends.



Implemented by:
giz
German Development Cooperation



**SPORT FOR
DEVELOPMENT**

