

Grade 8

Lesson 3

Lesson plan

Lesson theme	Participate in different balancing activities	Grade	8
Duration	50 minutes	Date/week	
Context			
<ul style="list-style-type: none">Physical development and movementMovement focus: Sport and games			
Linking with previous lesson		Linking with next lesson	
<ul style="list-style-type: none">Learners develop sports skills and improve their fitness levels.		N/a.	
Core knowledge			
N/a.			
Learning activities and assessment			
<ul style="list-style-type: none">Warm-upLearners do various activities that improve their general balanceCool-down.			
Forms of assessment		Resources	
<ul style="list-style-type: none">ChecklistSee ‘Learner assessment’ in the ‘Checklist for evaluation’ at the end of the lesson.		<ul style="list-style-type: none">Footballs/netballsRugby ballsA number of broomsticks or sticks of similar lengthChairs.	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none">Encourage learners to play other games that develop techniques of rotation, balance and elevation.		<ul style="list-style-type: none">The activities help learners develop important skills and improve techniques of rotation, balance and elevation.	

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Lesson 3: Participate in different balancing activities (50 minutes)

1 Outcomes

By the end of the lesson learners should be able to:

- Maintain their own balance with their eyes closed
- Run at full pace, catch a ball and stop, using the netball landing foot technique without falling over or making a foot fault
- Balance a broomstick or similar stick on their finger tips while covering approximately 50 metres
- Receive a football pass while running backwards and volley it back to the passer without losing their balance
- Catch a rugby ball thrown either overhead or to the left or right while balanced on a chair, without falling off it.

2 Teacher's corner

Setting up

- Set up a number of stations using the examples outlined below as a guide to the types of activities required
- The stations can be completed in 1 of 2 ways depending on the availability of equipment. It can be completed as a circuit and a competitive element introduced – the first group of learners to complete all the stations is the winner. Alternatively, it can be carried out as a whole-class activity
- The duration of each activity should be determined by the class's ability to complete the activity, and by the amount of intervention and practice needed to improve these activities for each learner.

For lesson 3 you'll need the following equipment:

- Footballs/netballs (preferably 1 ball for 2 learners)
- Rugby balls (preferably 1 ball for 2 learners)
- A number of broomsticks or sticks of similar length (preferably 1 stick for 2 learners)
- Chairs.

3 Activities

Activity 1: Warm-up (5 minutes)

Plan a warm-up exercise based on the warm-up and dynamic stretching exercises found on pages 3 to 7.

Activity 2: Balance activities (35 minutes)

Station 1: General balance (which helps with warming-up the ankles)

1. The whole class can participate in this activity together.
2. Learners are required to stand on a line (ideally one marked on a tennis court/football field).
3. The learner must stand with one foot behind the other while facing forward, and have the toe of the back foot in contact with the heel of the front foot.
4. The learners must close their eyes.
5. Issue a series of instructions which learners must follow. Their eyes must remain closed for the duration of the activity.



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6. The instructions should be a combination of:

- Pick up your back foot and place it down in front of your front foot
- Pick up your front foot and hold it in the air and then place it back down in its position
- Pick up your left foot and hop once on your right foot, then return the foot to its position on the ground
- Pick up your front foot and place it down behind your back foot
- Pick up your back foot and hold it in the air, then place it back down in its position
- Pick up your front foot and hop once on the back foot, then return your front foot to its position on the ground.

Repeat these instructions where necessary so that learners are performing different combinations of these sequences for a period of about 3 to 5 minutes. Their eyes must remain closed.

7. The learners then open their eyes and are able to see how far off the original line they have veered.

8. Learners are encouraged to practise and repeat this activity to promote communication between the feet and the brain without making use of the eyes. This improves spatial bodily awareness.

Station 2: Rugby ball toss

1. Divide the learners into pairs.
2. Learner 1 stands on a chair while learner 2 passes him a rugby ball.
3. The learner passing the ball must pass it either to the left or right, or above the head, of the learner on the chair. The learner on the chair should be forced to reach for the ball, but not jump for it, and do this without falling off the chair.
4. On completion of the activity, the learners swap so that learner 2 takes up the position on the chair and has to catch the ball which learner 1 passes to him or her.

Station 3: Broomstick balance relay

1. Divide the learners into groups of 6.
2. Have 3 learners stand behind a line approximately 50 metres away from another line, which the other 3 learners must stand behind (this distance can vary).
3. Learner 1 is required to cover the 50 metres as quickly as possible while balancing a broomstick on his palm or fingertips. Once he has reached the line 50 metres away, he hands the broomstick to learner 2 who covers the distance in the same way and hands the broomstick to learner 3 on the other side. The relay continues until all learners in the group have covered the 50 metres.
4. If the broomstick is dropped, it must be placed back in position on the palm or fingertips before the learner can move forward again.
5. The team that has all of its learners complete the distance first is the winning team.

Station 4: Landing foot balance

1. Divide the learners into pairs.
2. Learner 1 runs a distance of approximately 10 metres at full pace, at which point learner 2 throws a shoulder pass to her. The learners are expected to catch the ball without lifting the foot on which they land. This follows the rules regarding stepping in netball where, once a player has received a ball, she may not lift the landing foot before passing the ball.

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- The learners are encouraged to run as fast as possible before receiving the ball and then maintain their balance once they have caught it.
- On completion of the activity, the learners swap so that learner 2 takes up the position as runner and receiver of the ball.

Station 5: Football volleying

- Divide the learners into pairs.
- Learner 1 runs backwards while his partner throws a ball to him.
- Learner 2 should alternate between the left foot and right foot as they throw the ball.
- Receivers must volley the ball (kick it before it hits the ground) back to the thrower without losing balance, and try to maintain a backward momentum.
- On completion of the activity, the learners swap so that learner 2 now takes up the position as runner and receiver of the ball.

Activity 3: Cool-down (10 minutes)

Plan a cool-down exercise based on the cool-down and stretching exercises found on page 8.

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Assessment

- Complete the 'Learner assessment' according to the mark allocation on the table below ('Checklist for evaluation')
- Mark off participation in the lesson on the class list and complete the 'Checklist for evaluation'.

Lesson 3: Checklist for evaluation

Activity	Question	Yes	No
Balance activities	<ul style="list-style-type: none"> Were learners able to maintain balance with their eyes closed? Were they able to catch a rugby ball thrown either overhead or to the left or right while balanced on a chair, without falling off it? Could they balance a broomstick or similar stick on their finger tips while covering approximately 50 metres? Could they run at full pace and catch a ball and stop, using the netball landing foot technique without falling over or making a foot fault? Were they able to volley a football back to a passer while running backwards without losing balance? 		
Teacher reflection	<ul style="list-style-type: none"> Did the activities help learners develop important skills and improve their rotation, balance and elevation? If you had to repeat the lesson, what improvements would you make to it? 		
Learner assessment	<ul style="list-style-type: none"> Exceptional level of skill – movements always produce the desired outcome (8 to 10 marks) Efficient, effective and appropriate – movements mostly produce the correct desired outcome (5 to 7 marks) Requires further attention and refinement – lapses in movements which do not always produce the desired outcome (3 to 4 marks) Very clumsy and/or ineffective – movements do not produce the desired outcome at all (0 to 2 marks). 		