Grade 3 Creative Activities

Terms 1, 2 and 3 - notes for 15 topics

IN EVERY TOPIC

- What you will learn and the key words.
- Short, clear notes with worked examples.
- Questions to try and a topic test, with the answers at the back.

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Strand 1.0 Creating and Executing | Term 1

1.1 Pushing and Pulling

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

- identify pushing and pulling in physical activities for space and body awareness
- perform pulling and pushing activities for flexibility

KEY WORDS

push, pull, partner, strength, balance, steady, rope, tug, space, stretch.

1. What pushing and pulling are

A PUSH moves something AWAY from you. A PULL moves something TOWARDS you.
We push a door to open it, a wheelbarrow or a friend on a swing. We pull a bucket from a well, a door handle or a rope.
Watch: the teacher pushes a box across the ground, then pulls it back with a rope.

2. Body awareness: arms, legs and back

Activity: the strong stance
Feet apart (shoulder width), one foot a little in front, knees slightly bent, back straight.
Push the hands against a wall for 5 counts. Feel the arms and legs working. Rest.

3. Space awareness: own space and shared space

Activity: own space game
Learners walk around. On the whistle they stop, stretch the arms and check they touch nobody.
Then they push the air away (push) and pull the air in (pull) 5 times in their own space.

4. Pushing an object

Activity: tyre or box push
Materials: an old tyre or a box, a line about 10 steps long.
Bend the knees, place both hands on the object, push it steadily to the end of the line.
Coaching points: small steps, look ahead, back straight, push with the legs.

5. Pulling an object

Activity: pull the box
Materials: a box tied to a short rope.
Hold the rope with both hands. Walk backwards with small steps and pull the box to the line.
A partner walks behind you and says "stop" if anything is in the way.

6. Partner push: palm to palm

Activity: palm push
Face your partner, strong stance. Place palms together. On "go", push steadily for 5 counts. Nobody wins; we keep our balance.
Rules: no sudden letting go, no shoving, stop on the whistle.

7. Partner pull: wrist to wrist

Activity: see-saw pull
Sit facing your partner, feet touching, hold wrists. One leans back gently while the other leans forward, then change, like a see-saw.
Then stand and hold wrists, both lean back slowly and steadily, and come back up together.

8. Pushing and pulling for flexibility

Activity: push and pull stretches
Wall push: hands on the wall, one leg back, heel down. Push gently and hold 5 counts. Change legs.
Arm pull: pull one arm across the chest with the other hand and hold 5 counts. Change arms.

9. Wheelbarrow walk

Activity: wheelbarrow (on soft grass, short distance of about 5 steps)
The "wheelbarrow" lies face down and places hands under the shoulders. The partner gently lifts the ankles (not the feet) to knee height.
The wheelbarrow walks forward on the hands; the partner walks slowly behind. Change roles.

10. Tug-of-war: rules and safety

Tug-of-war: two teams pull a rope. A ribbon tied in the middle crosses a line to show the winner.
Safety rules: hold the rope with both hands, never wrap it round the hands or body, no jerking, stop on the whistle, nobody lets go suddenly.
Practice: each team holds the rope and pulls steadily for 5 counts, then relaxes.

11. Tug-of-war game

Activity: tug-of-war (teams of equal size and strength)
Teams stand on each side of the middle line. On "go", pull together on the call "one, two, pull!".
Best of three. Change teams so everyone pulls with different friends.

12. Singing while pushing and pulling

Activity: row the boat
Sit facing a partner, feet touching, hold hands. Push forward and pull back on each beat of the song, like rowing a boat.
Count the pulls: 1, 2, 3 ... up to 10. Then sing faster, then slower.

13. Pushing and pulling games

Game 1: push the ball. In pairs, kneel and push a ball to each other with both hands.
Game 2: pull the partner across the line. Partners hold wrists on two sides of a line; pull steadily for 5 counts to bring your partner across. Stop on the whistle.
Game 3: relay. Each team member pushes a tyre to a cone and pulls it back with a rope.

14. Pushing and pulling at home

Pushing and pulling at home

We push a wheelbarrow, a jembe through the soil or a door. We pull water from a well, weeds from the garden, a rope to tie a goat.

Pushing and pulling make our arms, legs and back strong and help our bodies stretch. Final game: the class chooses a favourite activity. Cool down and stretch.

TRY THESE

1. Is opening a door away from you a push or a pull?
2. Is lifting a bucket up with a rope a push or a pull?
3. Show the strong stance.
4. Push against the wall for 5 counts.
5. Find your own space on the whistle.
6. Push the air away 5 times.
7. Push the tyre to the end of the line.
8. Where do you put your hands?
9. Pull the box to the line.
10. Why does your partner walk behind you?
11. Show the palm push with your partner for 5 counts.
12. What must you never do in a partner push?
13. Do the see-saw pull 6 times with your partner.
14. Hold wrists, lean back and come up together.
15. Show the wall push stretch.
16. Show the arm pull stretch.
17. Where does the partner hold?
18. How high does the partner lift the legs?
19. How do we hold the rope?
20. What happens if one team lets go suddenly?
21. Play one round of tug-of-war.
22. Why do we pull together on a count?
23. Row the boat with your partner for one song.
24. Count 10 pulls.
25. Play the push-the-ball game 10 times.
26. Play pull across the line safely.
27. Name one job at home that uses pushing.
28. Name one job at home that uses pulling.

TOPIC TEST

T1. Act out a push and a pull without words. Your friends guess which one.

T2. Hold the strong stance on a pull: hold a door handle and lean back gently.

T3. Walk, push or pull the air while moving, and never touch anyone.

T4. Push the tyre round a cone and back.

T5. Pull the box in a curved path around two cones.

T6. Do the palm push with one hand only, then change hands.

T7. Do the see-saw pull to a song, slowly then faster.

T8. Make up a new stretch that uses a push or a pull. Teach it to a friend.

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T9. Wheelbarrow walk around a cone.

T10. Explain why teams with good footwork win, not only strong ones.

T11. Be the team captain who calls the count.

T12. Make up your own short pushing or pulling song with your partner.

T13. Invent a new game that uses pushing or pulling and explain its rules.

T14. Draw yourself pushing or pulling at home and label it.

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Strand 1.0 Creating and Executing | Term 1

1.2 Drawing and Painting

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

- identify colour mixing for familiarity
- mix colours using spraying and blowing techniques
- draw a picture using regular and irregular shapes
- create a painting for self-expression

KEY WORDS

colour, mix, primary, secondary, spray, blow, straw, regular shape, irregular shape, composition, brush.

1. Colours around us

Colours are all around us: green leaves, a blue sky, a red flower, a yellow banana.
Red, yellow and blue are the PRIMARY colours. We cannot make them by mixing other colours.
Walk around the school compound and list five things and their colours.

2. Mixing two colours

Colour mixing: two primary colours make a SECONDARY colour.
Red + yellow -> orange. Yellow + blue -> green. Blue + red -> purple.
Steps: put a little of each colour on a plate, mix with the brush, paint a patch on paper and label it.

3. Getting ready to paint safely

Before painting: cover the desk with old newspaper, wear an old shirt, have water and a rag ready.
After painting: wash brushes in water until the water runs clear, dry them, put lids on paints, wash hands with soap.
A clean brush lasts long and does not spoil the next colour.

4. Spraying colour with a toothbrush

Activity: spray painting
Materials: an old toothbrush, water paint, paper.
Dip the toothbrush in thin paint. Hold it over the paper, bristles down. Run your thumb or a stick over the bristles towards you so tiny drops spray onto the paper.
Spray one colour all over, then a second colour. See how the drops mix.

5. Stencil spray painting

Activity: leaf stencil spray
Lay a leaf or a paper shape on the paper. Spray colour all around it. Wait a moment, then lift the leaf.
The shape of the leaf stays white, with colour all around it.

6. Blowing colour with a straw

Activity: blow painting
Materials: a clean straw or biro tube each, runny paint, paper.
Drop a little runny paint on the paper. Hold the straw near the paint and blow OUT gently. The paint runs in thin lines.
Add a drop of a second colour and blow it into the first. Watch the colours mix.
Safety: use your own straw only, blow out, never suck.

7. Blow painting picture

Activity: blow painting picture
Choose a picture: a tree, fireworks, a spider, hair on a face, or grass.
Blow the paint to make the main shape. When dry, add details with crayon, such as leaves, eyes or flowers.

8. Regular and irregular shapes

REGULAR shapes have even, neat sides or curves: circle, square, triangle, rectangle.
IRREGULAR shapes have uneven sides: a stone, a leaf, a cloud, a puddle.
Draw three regular shapes and three irregular shapes and label them.

9. Drawing a picture with shapes

A COMPOSITION is a picture where things are arranged together, such as a home scene.
Activity: draw "My home". House: square and triangle. Sun: circle. Trees and bushes: irregular shapes. Path: two curved lines.
Fill the page; draw big.

10. Colouring a composition

Colour the "My home" picture with crayons or paint.
Tips: colour in one direction, stay inside the lines, press harder for darker colour.
Use mixed colours (green, orange, purple) at least once.

11. Painting my own picture: planning

Self-expression: our painting shows what we like, feel or imagine.
Choose your subject: my family, my favourite game, a market day, my dream animal.
Sketch it lightly in pencil. Use regular and irregular shapes. Plan where each colour goes.

12. Painting my own picture

Paint your planned picture. Paint big areas first (sky, ground), then the main objects, then small details.
Try one special effect: a sprayed sky or blown grass.
Clean up: wash brushes until the water is clear, wash hands, wipe the desk.

13. Displaying our work

We display art on the wall or a line (like an art show).
Peer feedback: say "I like ... because ..." and "Next time you could ...".
Each learner tells the class about their picture: what it shows and which colours they mixed.

14. Why drawing and painting matter

Drawing and painting let us show feelings, tell stories and make our homes and schools beautiful.
Review: primary colours (red, yellow, blue), mixing makes secondary colours, spraying uses a toothbrush, blowing uses a straw.
We always clean brushes, the work area and our hands.