

Gymnastics: Balancing 1

Gymnastics is one of the most comprehensive areas of activity within the PE Curriculum. It incorporates a number of different skills such as the use and development of strength, flexibility, speed, balance, coordination, power and discipline.

Objectives

To improve pupils' static balance and to teach concepts they need to know and practice to perform a variety of static balances (e.g., tight muscles, symmetrical/non-symmetrical).

Competencies

Static balance, cooperation, understanding concepts of static balance

Duration: 20-30 minutes

Material/Equipment: Safety mats

Environment/Space: Indoor gym or hall

Description of Activity

- The teacher introduces a static balance to pupils who try to replicate it.
- Alternatively, pictures of the static balance may be demonstrated to pupils.
- Static balances may involve pupils at individual level, in pairs, or in groups of 3-4 pupils.

The following are examples of static balance at individual level: forward balance, front scale, knee scale, stork stand, side support, hand/knee balance, single knee and double knee balance, V sit with and without hand support. (see: <http://knowsleyssp.com/wp-content/uploads/2013/12/Top-Gymnastics-Cards.pdf>)

Key teaching points and cues for assessment

- A static gymnastics balance holds the body in a distinct shape and is usually used on beam.
- A balance maintains a state of stability.
- It requires a degree of effort to hold.

Variety: For older pupils more challenging balances may be introduced involving two or more pupils

Pupils are asked to create their own static balances and to present them in their class

What happens next?

Pupils are asked to create their own static balances and to present them in their class

Links

<http://knowsleyssp.com/wp-content/uploads/2013/12/Top-Gymnastics-Cards.pdf>