

## 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>