

## Gymnastics: Balancing 2

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

### Objectives/Learning Outcomes:

- Pupils will understand that balance is a moment of stillness, requiring a degree of effort to hold.
- Pupils will learn to balance by taking the weight on different parts of their bodies.
- Pupils will learn to balance on the floor and transfer the skill when using low level apparatus.

**Duration:** 45 minutes

### Material/Equipment:

- Low apparatus including benches, (also upturned), stools, low angled ladders, planks between stools, mats.
- Task cards to stimulate ideas for methods of balancing and modes of travelling.

**Environment/Space:** Gym/Hall

**Additional Staff:** Learning support staff as appropriate

### ICT opportunities

- Pupils could use a digital camera to take photographs of different shapes and use of hands and feet.

### Health and safety

- Do the pupils' clothing and footwear help their learning and keep them safe?
- Is the space safe and clear enough to work in?
- Are the children aware of others when they are moving and working?
- Have all the children warmed up and cooled down properly?

### Description of Activities

- Preparation: Warm Up/Introduction
- Pupils sit in a space.
- Q & A: why it is important to warm up their bodies? How does the body change during exercise?
- Travelling: using movements from the previous lesson. Pupils to 'use hands and feet to move slowly around the room. Encouraged to change speed, direction/pathways by moving sideways, backwards and forwards.
- Incorporate jumping into the travelling motions e.g. to 'jump and make a stretched/tucked shapes in the air'.

### Floor Work

- Task outline: To perform balances in a variety of different ways.
- What makes a good balance? Discuss what is meant by balancing then give pupils time to practice balancing in different ways. What parts of their bodies to use/suggest ways of improving the balance e.g. defined shapes (stretched/tucked/twisted). Look for examples of different balances. Discuss the importance of safety.

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- Pupils work in pairs/fours to demonstrate their balances. Ask some pupils to demonstrate their balances to the whole class.
- Observers should be able to describe the part of the body on which they are balancing and the shape they are making. Discuss the different parts of the body that could be used. Introduce the idea that some body parts represent points while others might be seen as patches. Are the pupils able to identify balances that use points or patches as their base.
- Give pupils chance to practice some of the balances they have seen made by other pupils. Balancing on backs, tummies, sides, bottoms, shoulders etc. Encourage them to think about the shape they are making in the balance. Emphasise that balance is a position of stillness and that it requires a degree of effort to hold.
- Challenge pupils to find balances on smaller body parts/fewer points if they have not already done so. Can they balance on two hands and one foot? Can they balance when the body is close to the floor or stretched away from the floor?
- Pupils explore different ways of moving into and out of their balances.
- Pupils now select a starting position and travel towards a point where they move into their chosen balance. The balance is held for 3 seconds before moving out of their balance and travel to a finishing position.
- Pupils are reminded that their sequence should demonstrate control, flow and change.
- Ask some pupils to demonstrate their sequences to the whole class. Ask the observers to evaluate/comment on what they see. The rest of the class should describe what they are doing and the body parts they are using. Do balances demonstrate a moment of stillness and require a degree of effort to maintain? Do the sequences demonstrate control, change and flow?

## Low Apparatus

- Remind pupils about the agreed rules/routine for putting out/managing apparatus safely.
- Have enough apparatus for five or six different groups/stations.

Groups are directed to sit at an apparatus station.

- Pupils explore ways of using the apparatus to balance.
- Pupils to devise a short sequence by exploring ways of moving over, under, around and along the apparatus and by including at least one balance in their movement. Give pupils time to do this.
- Select some pupils to demonstrate what they have done. The rest of the class should describe what they are doing and the body parts they are using. Do balances demonstrate a moment of stillness and require a degree of effort to maintain? Do the sequences demonstrate control, change and flow?

## Extension Tasks

- Pupils move to another apparatus station.
- Sequences should include changes of speed. Encourage pupils to consider if they use a quick or a slow movement to come out of their balance. Interact with the different groups asking pupils to describe what they are doing.
- Encourage pupils to change from large stretched shapes to small curled shapes within the same balance. Challenge them to perform two different balances that follow on from one another. If time permits, give pupils opportunities to practice these skills on other groups of apparatus.
- Remind pupils of the rules for putting the apparatus away safely then ask pupils to do so. When they have finished ask them to find a space on the floor and sit down.

## Cool Down

- From the sitting position ask the pupils to lie down and to stretch their arms above their head and with legs together, extend/reach as far as they can.

Now ask them to gradually curl up holding the knees close to their chest so that they can adopt a rocking motion.

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- Rock into a straight legged sitting position.
- Keeping the legs straight, rotate into a front support position.
- Bringing knees to elbows, stand and stretch to complete the sequence.

### **Assessment Cues:**

- Can pupils balance on different parts of their bodies?  
Can they balance on the apparatus as well as the floor?
- Do they understand that there should be a time of stillness and a degree of effort required to perform a balance?

### **What Happens Next?:**

- Pupils could make up a short sequence of movements that include two balances.
- Pupils could make up a short sequence of movements that incorporate balances that takes their weight wholly or partially on their hands.
- Balances/sequences could be performed at apparatus stations including fixed apparatus.