

ACTIVITY CARD 7

STATIC BALANCE - GRADE 1

OBJECTIVE / LEARNING OUTCOME

By the end of the lesson the learners will be able to perform, practice and appreciate static gymnastic balances for strength, coordination, balance, space awareness, excellence and self-esteem.

Activities

Single Leg Balance – Star Balance – T-Balance – Body Part Balances



- Stand on one leg, with your arms out and be still for 10 seconds
- Stand on the other leg and do the same
- Do the same with your eyes closed
- Make different shapes while standing on one leg, wide/narrow, tall/small
- Make different shapes while sitting

Learning Points

- Support leg still with foot flat on the floor.
- Maintaining balance without waving arms too much.
- Head stable and eyes focused on a point.
- Body tension.
- Stillness as position is held for three seconds.
- Use of arms to maintain balance.

Progress activities and challenge learner's thinking and understanding

How you do it: Force • Time • Flow	Where you do it: Level • Direction • Range	Who or what you do it with Objects • People • Combined
<p>Can you balance...? on lots of different body parts - for 10/20/30 seconds - slowly and come out of it quickly, or the other way round – in different ways on your – back – side – front – bottom – shoulders – knees - with your eyes closed – with a combination of body parts - one hand, one foot - one elbow, two feet - one knee, one elbow, one foot, etc. - get into a balance smoothly/ jerkily - like a pixie/giant.</p>	<p>Can you balance...? moving backwards into a balance on 2/3/4 body parts - performing a balance at a high/low/ medium level - while standing and make different body shapes - wide/narrow - symmetrical/ asymmetrical.</p>	<p>Can you balance...? whilst you pick up a piece of equipment from the floor and balance it on your body while performing a balance - How many of the balances can you do - on a line, on a bench - while holding a piece of equipment - with a partner -in a small group - can you spin a hula-hoop on your arm while balancing - pass a ball around you while balancing - throw and catch a ball with a partner whilst balancing?</p>



Safety tips

- Ensure the floor is dry and that there are no trip hazards
- Ensure there are 2 adults of different genders supervising the activities



Assessment Criteria

- Ability to demonstrate static gymnastic balances for strength, coordination, balance, space awareness, excellence and self-esteem



Space

- Sports hall or play area with a suitable surface
- Modify space for inclusivity



Core Competencies

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| Communication & Collaboration | • Ask learners to work with a partner or in small groups to select and practice balances. |
| Self-efficacy | • Ask learners how it feels to perform successful balances? |
| Critical Thinking & Problem Solving | • Challenge learners to find different ways of balancing on their back, side, front, bottom, shoulders, knees, and legs. |
| Creativity & Imagination | • Ask learners to be creative in selecting balances. Can you imagine you are a bird balancing on one leg or an acrobat balancing on a high wire? |
| Citizenship | • Encourage learners to reflect on how they can help support other learners to keep their balance. How else can we support others? |
| Digital Literacy | • Ask learners to find & watch videos online of static gymnastics balances. |
| Learning to Learn | • Encourage learners to reflect and discuss on what they have learned during today's activities? |



TREE Framework

Easier

Perform an easier balance. Use a larger body part to balance on. Lean on a wall or table to help balance. Learners can put their hand on the shoulder of another learner to help them balance.

Harder

Stand on ball of the foot rather than whole foot. Perform the balance whilst holding a piece of sports equipment i.e., a ball or a hoop. Counterbalance using one hand rather than two. Use a smaller base.

Inclusivity

Allow learners with less advanced co-ordination and motor skills or wheelchair users to take part by asking them to balance an object in different ways. Ensure learners with visual impairments understand the action and ask other learners to assist them. Encourage boys and girls to mix during activities.



Game

Statuses

Facilitator plays some music with a fast beat or tap a beat on a drum.

Learners move around the play area. Facilitator can leave children to decide how to move around the area or can call out a movement – walk, run, hop, skip, jump, etc.

When the facilitator stops the music or the beat the learners must adopt a balance and freeze in that position for 10 seconds.

When the music or beat restarts the learners move around the play area again. Learners can be asked not to repeat the same balance each time the music/beat stops but to demonstrate other static balances they have learned.



Sport4Development Approach

- Use the Sport4Development approach to teaching life skills

Sample life skill learning outcome

Facilitator talks about the importance of good hygiene for our health and fitness. If learners want to play sport, they need to keep fit and healthy and therefore need to practice good hygiene.

Facilitator asks learners to mime some basic hygiene practice. Facilitator shouts out a practice and the learners must perform a mime of that practice. Brushing your teeth, washing your hands, coughing/sneezing into your elbow, sanitising footballs, washing your clothes.

