

ACTIVITY CARD 21

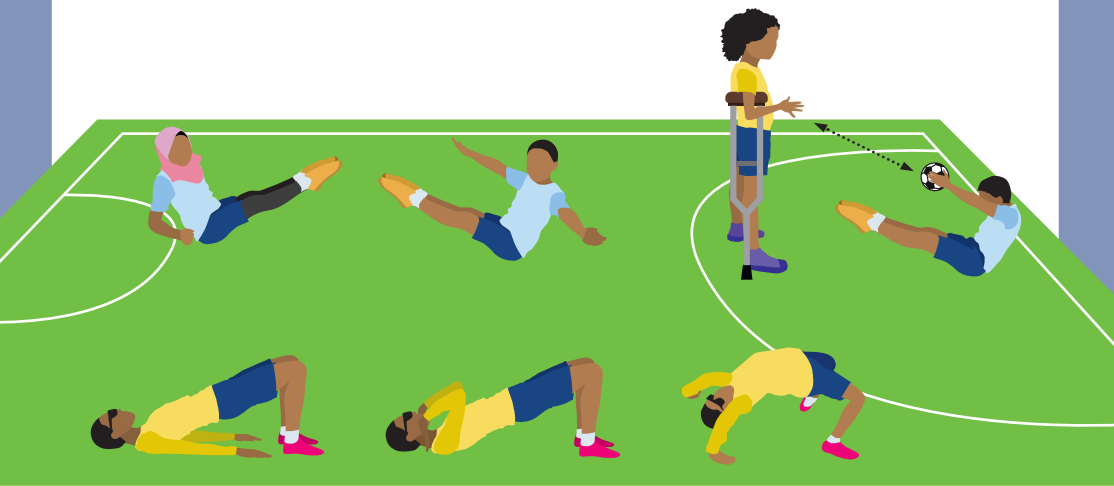
STATIC BALANCE - GRADE 3

LEARNING OUTCOME

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

Activities

Crab Stand Balance – V Balance



- Practice holding a bridge position
- Practice moving from the bridge position into a crab stand balance
- Hold the position for different lengths of time
- Practice the v-balance from a sitting position hands on floor
- Practice the v-balance from a sitting position with hands extended to side, then to the front
- Whilst in the v-balance catch a ball and throw it back

Learning Points

Crab Stand Balance

- Lie on your back with your knees bent and feet flat on the floor quite close to hips
- Raise hips, lower back off the floor, keep head and shoulders relaxed on floor
- Bring your hands beside ears, fingers point towards feet, palms flat into the floor
- Push the palms of hands and heels into the floor, squeeze buttocks, lift hips, head, and shoulders off the floor
- Once lifted, push hips as high and straighten arms as much as possible

V Balance

- From long sit lift straight legs to form V shape
- Back straight and tense
- Head up, shoulders down
- Legs stay tense
- Extend ankles
- Find point of balance then pull arms wide

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
Can you balance...? for 10/20/30 seconds - slowly and come out of it quickly, or the other way round — 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.	Can you try balancing...? performing a balance at a high/low/medium level - make different body shapes - wide/narrow - symmetrical/asymmetrical.	What if you try balancing...? 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 - 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?



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 perform static gymnastic balances for strength and coordination



Space

- Sports hall or field
- Modify space for inclusivity



Core Competencies

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 actions they can perform whilst maintaining the V-Balance.
Creativity & Imagination	• Ask learners to be creative in selecting balances. Can you imagine you are an acrobat balancing on a high wire or a bridge over a stream?
Citizenship	• Encourage learners to reflect on how they can be helpful to others in their community.
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. Substitute Shoulder Bridge for the Crab Stand Balance. Use hands on floor to support in the case of the V balance.

Harder

Perform the V Balance whilst holding a piece of sports equipment i.e., a ball or a hoop.

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

Partner balances

Working with a partner, learners mirror, using any part of the body to balance on.

Learners become twins and make a balance close to their partner so that the same body parts are touching, e.g., touching hands, elbows, knees, backs. Learners counterbalance each other.

Facing their partner, holding their wrists, learners can lean away from each other and keep their feet in the same place until their arms are straight?

Learners can put their feet between theirs and do the same. They can do the same thing on a bench. They can sit back-to-back with their partner, legs bent, elbows linked. Pushing backs together they can straighten legs and stand? They can do the same in threes or fours.



Sport4Development Approach

- Use the Sport4Development approach to teaching life skills

Sample life skill learning outcome

Learners can identify why it is good to be helpful and how they can help on the sports field, at school and at home.

Facilitator asks learners to think off a time that someone has helped them. Organise the group into pairs and ask the learners to share with their partners. Then go around the group and ask learners to share with the wider group.

Ask learners to identify some thing that they could do that would be helpful during PE lessons and something that would be helpful to others at home. These can be simple things like helping collect the equipment at the end of the lesson or cleaning their room at home.

