

PDHPE

Early Stage 1

Static balance

Activity context

The static balance is a fundamental movement skill which is introduced in Early Stage 1. The focus for teachers should be on students developing the introductory components of the static balance. Balance is an essential prerequisite of almost all movement skills. A static balance is defined as being able to maintain a stationary position throughout the movement. The static balance on one foot is an important non-locomotor skill that is used in gymnastics, dance, diving and many team sports. The ability to perform a stationary balance for a specific period of time has been linked to a reduced risk of suffering from falls, which may lead to bone fractures in older individuals.

Syllabus links:

ALES1.6 Develops a repertoire of physical activities in which they can participate

- takes part in different types of physical activity

GSES1.8 Demonstrates fundamental movement skills while playing with and sharing equipment

- moves and stops a ball with hands and feet

COES1.1 Expresses feelings, needs and wants in appropriate ways

- responds to simple instructions and rules

INES1.3 Relates well to others in work and play situations

- works happily with class peers.

Notebook page



Activity

Explain to students that the lesson will focus on the 'static balance'.

Ask students to talk about what is needed for good balance.

Discussion should centre around the components of the balance.

Ask students why balance is important in playing games and sports.

Introduction of skill

Read the components of the 'static balance' aloud.

- Support leg still, foot flat on the ground.
- **Non-support leg bent, not touching the support leg.**
- **Head stable, eyes focused forward.**
- **Trunk stable and upright.**
- No excessive arm movements.

(Introductory components are in bold)

Click on the paper clip icon at the base of the "Static Balance" title

to link to video. 



[NB if you do not have QuickTime installed on your computer, the video may not play. In this instance use the *Get Skilled: Get active* resource (2005) available for purchase on the curriculum support website.]

The video shows a proficient student, followed by a developing student performing the FMS 'static balance'.

After observing the proficient student, you should mute the sound. As the developing student performs the skill, ask students to indicate what the student is doing well and errors the student is making.

Keep referring to the five skill components of the static balance outlined in the lesson plan.

Outside Activity

Take students outside to practise and develop the skill.

Warm up Activity

Equipment: chalk or tape

Area: netball or basketball court

Activity: Mark a number of zig-zag patterns along the ground with chalk or tape. Students stand behind a leader. Students walk heel to toe, toe to heel with arms out arms out. As a variation, students work in pairs. Students walk in pairs heel to toe, toe to heel, holding hands and sideways. This can form a train, caterpillar etc.

Skill Development Activity

Students stand with one foot in front of the other, the heel of one foot touching the toe of the other. Ask students to:

- hold arms out to the side
- place hands on hips
- balance a bean bag on their head
- repeat these activities on the other leg.

Suggested questions after each position:

- Was that position easy to hold and remain still?
- Were you able to balance for longer on your left leg longer in this position or your right leg?

Minor Game Activities -

'Ice cubes'

Select four players to be freezers. On the teacher's signal, they give chase to the other players within a set boundary area. If a player is tagged by a freezer they turn into an ice cube, holding a static balance. The ice cubes can only be freed when tagged by a free player.

'Balance tag'

Equipment: Large grassed area, use markers to define boundaries.

Activity: Three students are 'IT' and they chase the others in an attempt to tag them. Players are immune from tagging if they: balance on one foot with their hands above their head OR balance

on one foot and one hand. Tagged players become 'IT'

Variation: Vary the balancing positions.

Assessment strategies:

The teacher:

- observes student involvement and execution of the introductory components of the static balance (non support leg bent, not touching the support leg, head stable, eyes focused forward, trunk stable and upright).

Assessment criteria:

The student:

- participates in games where cooperation is important for success
- takes part in different types of physical activity
- plays simple response games.

These criteria relate to outcomes COES1.1, INES1.3, ALES 1.6 and GSES1.8.

The Notebook files for each student can form part of your assessment to inform your teaching and captures "point in time" learning.