

## Balancing

### Equipment

- > Foam ball (or rolled-up socks).
- > Cones to mark out goals.

### Fundamental skill

- > Balancing.

### Achievement objectives

- > Practise movement skills and demonstrate the ability to link them in order to perform movement sequences. (2B1)
- > Develop movement skills and demonstrate confidence in challenging situations. (3B2)

### Learning outcomes

- > Develop movement skills that demonstrate how their body reacts in different situations.
- > Share ideas about how adapting the way they move can increase confidence when participating in physical activity.
- > Participate in a range of exploratory movement activities and create movement sequences for specific purposes.

### Suggested assessment

- > In pairs: Students assess their partner's body control in a range of still and dynamic balancing positions, looking for tight muscles, a clear body shape, and a stable base of support without wobbling or overextending limbs or backs.

### Notes

#### Before the activity

- > Practise front and rear supports (*Moving in Context Years 1–6*, page 33 from the Curriculum in Action series).
- > Discuss safety issues before playing this game: what are the risks for the players?
  - No pushing.
  - No shoes.
  - Keep the ball on the ground.
  - If a team moves the ball out of the court, the closest opposite team member retrieves the ball and throws it back into game play from the sideline.
  - When a goal is scored, play begins again when the referee throws the ball into play in the centre of the court.

## Teaching and learning

### Nice to Meet You (Years 4–6)

- > Discuss the intended outcome (see front) of this activity with students and work with them to set success criteria.
- > In pairs: Each student takes a front prone position.
- > Maintaining the front prone position, each student shakes hands with their partner, first with one hand and then with the other.
- > They repeat the activity, but this time each student attempts to unbalance their partner as they shake their hand.
- > As a class: Discuss how it felt and what students did to try to keep their balance.

### Crab Soccer (Years 4–6)

- > Discuss the intended outcomes of this activity with students and work with them to set success criteria.
- > Students assume the rear support position. Ask them to:
  - demonstrate how far (and how wide and how long) they can reach while balanced on one, two, three or four 'points of contact' or bases of support
  - experiment to discover the quickest and most comfortable way of moving in this position.
- > Describe the game to students as follows:

Divide the class into four equal teams to play two simultaneous games of crab soccer. At each end of two court areas (about the size and shape of badminton courts), goals are marked out. All teams begin in their own half of their court. When the referees throw a light foam ball into the centre of the courts, play begins. Players move around on their hands and feet, with their bottoms lifted off the ground, and attempt to kick or push the ball through their opponents' goal.

Students play the game for as long as appropriate. After a break, the teams could discuss how to work better together before resuming play.

### What to look for

- > Maintaining balance with a fixed base of support.
- > Straight arms, no lower back arch, a straight body line, their fingers going the same way as their toes (an important safety issue).
- > Learning through a co-operative problem-solving approach. Students support one another as they analyse problems and take action to achieve their goals.