

BALANCING

Cothromaíocht



	EXPLORATION	DEVELOPING	MASTERING
Head	<ul style="list-style-type: none">• Looking down rather than straight ahead.	<ul style="list-style-type: none">• Eyes are more focused on a target with head up• Arms are used to aid the balance	<ul style="list-style-type: none">• Eyes are focused on the target
Balance	<ul style="list-style-type: none">• Balance is achieved occasionally.	<ul style="list-style-type: none">• Balance is lost less often	<ul style="list-style-type: none">• Arms and other body parts are used to counterbalance
Legs	<ul style="list-style-type: none">• Can balance with support.	<ul style="list-style-type: none">• Balance is achieved on the dominant leg more often	<ul style="list-style-type: none">• The pupil is able to balance on either leg and with eyes closed
Overall	<ul style="list-style-type: none">• Overcompensating body parts to balance, e.g. arms swinging wildly, body leaning from side to side.	<ul style="list-style-type: none">• In general pupils can achieve dynamic balance at this stage with considerable concentration, e.g. balancing forward into a T balance.	

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Target Pupil								Comments
Head stable and eyes focused forward on a target 	Head							
Trunk stable and upright 	Trunk							
Support leg still, with foot flat on the ground. 	Legs							
Non-support leg bent and not touching the support leg 								
Arms as still as possible 	Arms							

Hints	What instructions should I give?	From where should I observe this skill?	What equipment do I need?
	Balance on one foot for as long as you can.	The front.	N/A.

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PUPIL ASSESSMENT: PEER OBSERVATION

My name is:

Class:

My partner's name is:

Date:

Today we are looking at the skill of: **Balancing**



Looks good



Needs more practice

My partner needs to:

It:

1 Keep their arms as still as possible



2 Keep their leg as still as possible with their foot flat on the ground



3 Keep their head up and eyes looking forward



4 Bend their other leg without it touching the leg on the ground



Pupil's Comments:

Teacher's Comments:

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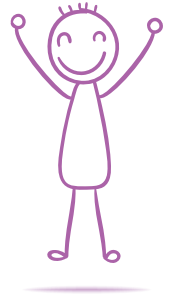
PUPIL ASSESSMENT: SELF-ASSESSMENT

My name is:

Class:

My challenge is:

Date:



What steps do I need to take to get there?

What I want to do next:

3

2

1

What I can do now:

Teacher's Comments:

SELF-ASSESSMENT FOR INFANT CLASSES

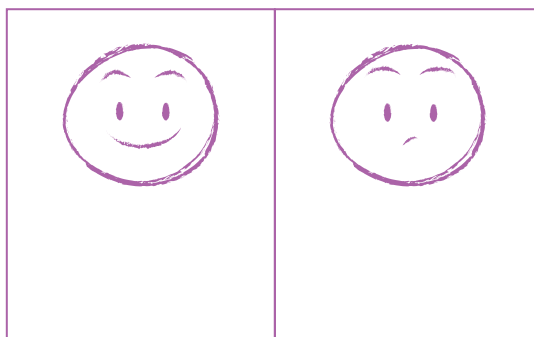
My name is:

Date:

Here is a picture of me balancing.

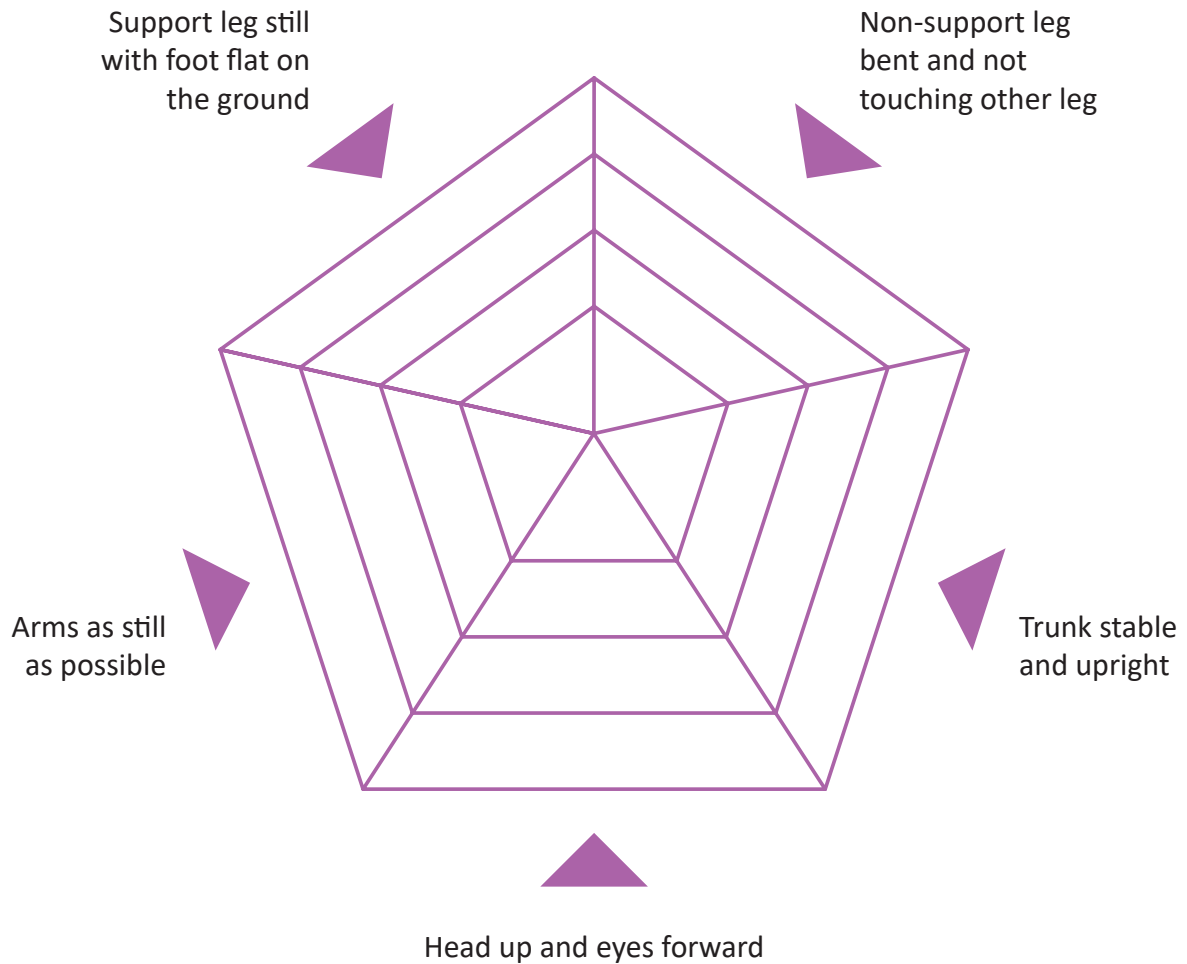


How did this activity make you feel?



Teacher's Comments:

PUPIL ASSESSMENT: SELF-ASSESSMENT WEB



1. I don't think I can do this

2. I can do this but I find it hard

3. I can do this most of the time

4. I can do this all of the time

Pupil's Comments:
While attempting this skill, I felt:

Teacher's Comments:

Rate your effort level:
Light Moderate Vigorous