

TEACHING POINTS FOR BALANCING



Support leg still,
with foot flat on
the ground



Non-support leg bent
and not touching
the support leg



Trunk stable
and upright



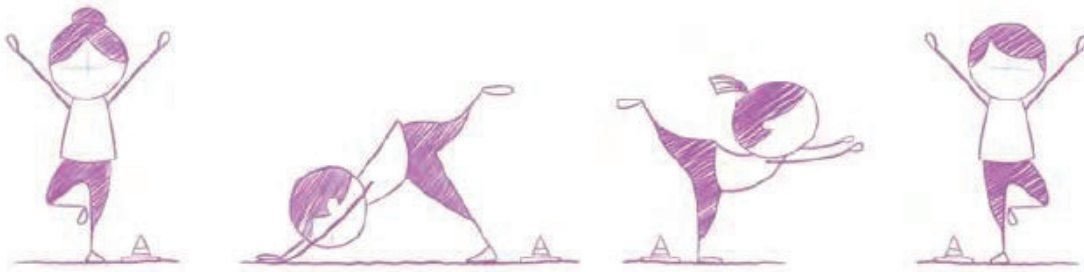
Head stable with
eyes focused forward
on a target



Arms as still as possible
with no excessive
movement - either at
the side or extended
to aid the balance

EXTERNAL CUES

BALANCING



| Teaching Point | External Cue |
|--|---|
| Standing leg still, with foot flat on the ground | Standing leg like a tree |
| Trunk stable and upright | Be a strong oak tree, don't let the wind blow you over |
| Non-standing leg bent and not touching the support leg | Make a V between your legs |
| Head stable with eyes focused forward on a target | Look over your neighbours green hedge |
| Arms as still as possible with no excessive movement - either at the side or extended to aid the balance | Arms like the wings of an aeroplane |



Introducing the skill of balancing

| Can you balance on one leg with... | Effective questions |
|---|--|
| • your arms out to the side | <i>What are our arms needed for?</i> |
| • your hands on your hips | <i>Does this make it easier or harder?</i> |
| • a beanbag on your head | <i>Do you focus harder now?</i> |
| • the non-balancing leg in front of the support leg | <i>Which is easier?</i> |
| • the non-balancing leg behind the support leg | |
| • both legs touching | |
| • your eyes closed | <i>What are you thinking?</i> |
| • using all the correct technique outlined | <i>Let's put it all together!</i> |

Can you balance...

- on two body parts
- on three body parts
- on four body parts
- on three body parts but only one can be lower body
- on one leg while catching a ball
- on one leg while throwing a ball
- on one leg while standing on a bench
- for five seconds
- for five seconds then walk, balance again for five seconds
- for five seconds run and jump then balance again for five seconds



This teacher led exercise encourages the pupil to discover for themselves what the correct technique should be. Effective questions are provided to help the teacher guide the pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

| Common Errors <i>Éarráid Choitianta</i> | Feedback <i>Aiseolas</i> |
|---|---|
| Eyes looking down | Head up, looking forward and focus on a target |
| Arms waving wildly | Holding the arms out to the side, try to keep them still for a count of 5 seconds |
| Holding the non-supporting leg against the support leg or hooking it behind the support leg | Hold the bent leg away from the support leg |
| Lifting the non-support leg too high | The knees of both legs should be at a similar height |
| Leaning the trunk forwards or sideways to assist balance | Stand up tall and straight and use the arms rather than body to counterbalance |

Balancing Rubric

| | Exploring | Developing | Mastering |
|---------|---|--|---|
| Head | 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 | Eyes are focused on the target |
| Balance | Balance is achieved occasionally | Balance is lost less often | Arms and other body parts are used to counterbalance |
| Legs | Can balance with support | Balance is achieved on the dominant leg more often | The pupil is able to balance on either leg and with eyes closed |
| Overall | Overcompensating body parts to balance, e.g. arms swinging wildly, body leaning from side to side | In general pupils can achieve dynamic balance at this stage with considerable concentration, e.g. balancing forward into a T balance | |

IDENTIFYING THE STAGES OF DEVELOPMENT

Exploring Stage

Tréimhse taisceálaíochta



At this stage pupils will enjoy exploring different types of balances, on different body parts, stationary and moving, alone and with others. Characteristics of the static balance at the exploring stage include:

- overcompensating body parts to balance, e.g. arms swinging wildly, body leaning from side to side
- looking down rather than straight ahead
- balance is achieved occasionally
- can balance with support

Developing stage

Tréimhse forbraíochta



At this stage of development pupils become more confident and proficient at balancing by practicing a range of balances in a problem solving or task orientated environment. Characteristics of the static balance at this stage include:

- eyes are more focused on a target with head up
- arms are used to aid the balance
- balance is lost less often
- balance is achieved on the dominant leg more often
- in general pupils achieve dynamic balance at this stage with considerable concentration, e.g. balancing forward into a T balance

Mastering stage

Tréimhse Máistrithe



At this stage pupils will not only be able to perform the static balance proficiently but also apply the skill of balancing in a gymnastics, dance and sporting setting. Characteristics at the mastering stage include:

- eyes are focused on the target
- arms and other body parts are used to counterbalance
- able to balance on either leg and with eyes closed