Description of Activity
Pupils walk along a line on the floor (this could be a line painted on the floor, a strip of tape or a line of spot markers). Invite pupils to:

• turn fully around in the middle without losing balance or toppling off the line
• complete the task with their eyes closed (in pairs with one pupil acting as a guide)
• hold a shape for a count of three as they balance on the line.

Equipment
An open playing area, a painted line on the floor (hall markings), a strip of tape or a line of spot markers.

Variations
• Complete the activity with a partner, including a paired balance. Perform the line walk in canon (one after another) or approaching each other from opposite ends of the line. Can you move around your partner without falling off the line?
• Invite pupils to try this activity at lunch time - look out for lines you could use in the yard or playground.

Pause the activity at intervals to focus on the teaching points for balance in the lesson. Provide feedback to individuals while they perform the balances during the activity.

Use lines at home to practise walking the line. Look for lines in your kitchen tiles, or wooden floors, or carpets; look in the hall, in your garden, on the footpath or in your driveway. Do not use lines on the road.

cruth a dhéanamh • cas timpeall • fanacht ar a gcothrom • gan titim • súile dúnta
Description of Activity
Place a spot marker or cone on the ground of the playing area for each pupil. Play the music and invite pupils to move around the space using a variety of different methods. When the music stops, pupils must find a spot and perform a balance of their choice.

Movements may include: walking, running, backwards walking, sideways walking, skipping

Variations
- Provide instructions for the balance. e.g. ‘balance on three body parts’, ‘balance on your right leg and your left hand’, ‘balance on one large body part’ etc.
- Invite pupils to move through the activity area like an animal of their choice, e.g. frog, bunny, kangaroo, or grasshopper.
- Balance with a partner or create a group balance.

Equipment
An open playing area, spot markers, music

- Ensure the playing area is free of obstruction.
- At various stages during the activity focus on balancing alone. Discuss today’s teaching points (usually two) with pupils. Use a pupil to demonstrate good technique, practice in pairs, then put back into the game scenario.
- Remind pupils to keep their eyes open while moving through the activity.
- Practise making individual, partner and group balances.
Description of Activity

Pupils form a large circle in the centre of the playing area. Select one pupil to call out their name from where they are standing in the circle, and then perform a balance of their choice. The other pupils in the circle perform the same balance, holding it for a count of five. The next pupil in the circle then calls out their name and performs a balance, and the activity continues until all pupils have had a turn.

Variations

• After five balances, invite pupils to move around the playing area using a variety of locomotor skills such as walking, running, skipping, hopping, jumping, etc. On a signal, return to your original position in the circle and continue the balance activity.

• Arrange pupils into groups of five. Each group forms a circle and begins the activity. Every time a pupil performs a new balance, the group must perform the preceding balances and then hold the new balance for a count of five. This approach lends itself to the teaching of sequencing. When every pupil in the group has had a turn, each group performs their sequence for the class.

Equipment

An open playing area

• Pause the activity at intervals to focus on the teaching points for balance in the lesson. Provide feedback to individuals while they perform the balances during the activity.

• Choose one of the new balances learned in class today. Practise it at home and teach it to a friend.

déan aithris orm ag cothromú • cobhsaíocht • ag cothromú • gluaiseachtaí éagsúla • fan socair • gan chorrai • cothromaíocht • teicníc cheart • rothlaithe
Description of Activity
Invite pupils to find a space in the playing area where they are not in contact with anyone else. Select three pupils to be taggers. The rest of the class move freely around the playing area, trying to avoid the taggers. When a pupil is tagged they must perform a balance. To be set free, another pupil must perform the same balance for a count of three in front of the tagged pupil. When they have completed their balance, both pupils return to the game.

Variations
- Provide instructions for how the pupils move around the playing area, e.g. walk, run, skip, hop, jump etc.
- Introduce more taggers or reduce the size of the playing area to increase the chances of pupils being tagged and thus performing a balance.

Equipment
An open playing area

- Taggers cannot tag a pupil when they are performing a balance to free a classmate.
- Stick up some balancing cue cards around the playing area to help pupils choose a balance.
- Invite pupils to describe the balance they are performing, e.g. number of body parts; large or small body parts; same side or opposite side etc.
- In your PE journal, draw a picture of a balance you performed today.

tóraíocht scáthánach • cobhsáíocht • féinghlaiseacht • tóraithe breise
Description of Activity
Arrange pupils in groups of three or four. Each group forms a line, one pupil behind the other, and begins to move around a designated area using a suggested locomotor skill such as skipping, side stepping or running. The first pupil in the line is the leader. The other pupils in the group follow and copy the leader's actions. On a signal, each group stops and the leader performs a balance. The rest of the group perform the balance for a count of five. The leader then moves to the back of the line and all pupils in each group have a turn.

Variations
• On a signal, each group stops and performs a group balance.
• Vary the locomotor skill used to move around the area e.g. jumping, hopping, etc.
• Complete this activity as a whole class group.

Equipment
An open playing area

- Pause the activity at intervals to focus on the teaching points for balance in the lesson. Provide feedback to individuals while they perform the balances during the activity.
- Practise balancing on one leg at home every day this week when you are brushing your teeth.
- Lean an ceannaire chothromaíochta cobhsáíocht • féinghluaiseacht • ag scipeáil • ag rith • aithris a dhéanamh ar na geaitsí • fanacht ar do chothrom • pointí teagaisc a phlé
Description of Activity
Use cones to set out a large rectangular playing area. Select one pupil to adopt the role of the guard. This pupil starts at one end of the playing area, while all other pupils start at the opposite end. The guard turns his/her back towards the rest of the group and the jewel (beanbag) is placed in the middle of the playing area between the guard and the other pupils. On a signal, pupils begin to sneak towards the guard in an attempt to retrieve the jewel without being caught. The guard can turn around to face the group at any time. When this happens all pupils must freeze and balance on the spot. If the guard catches anyone moving they must move back five giant paces and perform a new balance until the guard turns their back again. When the jewel has been retrieved, select another pupil to adopt the role of the guard and play again.

Variations
- Vary the locomotor skill used to travel in the playing area, e.g. hop, skip, jump etc.
- When the guard turns around, perform a balance. The guard counts to five, and if any pupil loses their balance they must take five steps backwards.
- Increase the number of jewels in the playing area for pupils to retrieve.
- Complete this activity in groups of five to allow more pupils the opportunity to be the guard.

Equipment
An open playing area, beanbag (or another item to represent treasure)

- Pause the activity at intervals to focus on the teaching points for balance in the lesson. Provide feedback to individuals while they perform the balances during the activity.
- At home, perform a T-balance in front of a mirror. In your PE journal, draw a picture of your balance.
- breith ar an ngadáil ● féinghluaiseacht ● liathróid seoid ● garda slándála ● reoigh ● cothromaíocht ● taisce ● bunsceileanna gluaiseachta ● an teicnic a threisiú
Description of Activity
Invite pupils to find a space in the playing area where they are not in contact with anyone else. Pupils lie down on the ground with their arms by their side and feet together. Invite pupils to explore balancing on their bottom using the following instructions:

- Curl up into a ball, bringing your knees in close to your chest and wrapping your arms around the legs.
- Roll gently from side to side.
- Roll forward and backwards, keeping the arms wrapped around the legs, until you come all the way up to a seated position.
- Lift your legs up off the ground, keeping your knees in close to your chest. Can you balance like this?
- Stretch your arms out to the side and straighten your legs out in front of you, without letting your feet touch the floor. Can you balance like this?
- Bring your knees back into your chest again and roll back gently onto the floor.

Variations
- If space is limited or pupils have difficulty rolling up to the seated position, invite them to work in pairs. Pupils take turns helping each other to roll up.
- Invite pupils to create and perform a variety of balances on the bottom.
- Invite pupils to create and perform partner balances on the bottom.

Equipment
An open playing area

- As this balance is performed on the bottom and not on a single leg, the following teaching points apply: keep your head stable with your eyes focused forward on a target; keep your trunk stable; keep your arms as still as possible with no excessive movement either at the side or extended to aid the balance.

- Investigate the different ways you can balance on the bottom. Practise in the yard with your friends, taking turns to follow instructions.

- cobhsaíocht • ag cothromú • rolladh réidh • ag obair l mbeirteanna • suíomh suite • cothromaíocht bheirte
Description of Activity
Invite pupils to find a space in the playing area where they are not in contact with anyone else. Guide them through this sequence of body balances using the following instructions:

- Sit on the ground with legs outstretched.
- Raise your hips to balance on your hands and feet.
- Raise each leg alternately off the ground.
- Return your hips to the ground and roll over so that the tummy is facing downwards.
- Raise hips again to balance on hands and feet.
- If you feel comfortable, try to raise each leg alternatively off the ground.
- Lower your body back down to the ground, and roll back over.
- Come back up into a seated position.

Pupils repeat the sequence from start to finish at their own pace.

Variations
- In pairs, complete the actions by mirroring each other. Then create and perform a new sequence using similar balances.
- Hold the balance for a count of five, or to spell one of your spelling words.
- Invite pupils to lift one foot and the opposite hand off the ground simultaneously.
- Invite pupils to move around the space in either of these positions.

Equipment
An open playing area

- Perform each movement at a slow and steady pace.
- Invite pupils to lower their body gently back down to the floor if their arms get tired.
- As this balance is performed on the arms and feet, and not on a single leg the following teaching points apply: keep your head stable with your eyes focused forward on a target; keep your trunk stable; keep your arms as still as possible with no excessive movement to aid the balance.

- Design a balance sequence and practise it at home with a friend.