

Lesson 5 of 6

Balances

EQUIPMENT

obstacle free area »
 accordion mats scattered
 on half the activity area

Warm It Up

SNAKE PIT

Scatter 10-15 accordion mats on the floor throughout the activity area. Choose a number of students to lie on their stomach on an accordion mat by themselves; e.g., 10 students in a class of 30. These students are the snakes and the mat is their snake pit. On the signal to begin, all other students, the snake runners, will jog or run around the mats. Should a snake runner be tagged by a snake or accidentally touch a snake pit, they become a snake and switch places with the student that tagged them. The goal of the first 2-3 minutes of play is for all students to elevate their heart rate and warm up their bodies. After sufficient time for students to warm up, signal the last two minutes of play. During the last two minutes of play, snakes who tag snake runners do not switch places, but continue to be a snake. When snake runners are tagged, they join the snake in that pit that tagged them and help tag the snake runners. The goal in the last two minutes of play is to catch all of the snake runners. Following the game, invite students to stand on their mat and lead an active stretch; e.g., shoulder, arm, wrist, hip, knee, ankle rotations.

RELATED RESOURCES

Ready-to-Use P.E. Activities for Grades K-2 & Grades 3-4, J. Landy & M. Landy, 1992, www.amazon.ca



Safety First!

For safety, equipment, and supervision considerations when planning indoor physical activities, see "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR) 2013, www.acicr.ca.

ABCD's of Physical Education



Activity	
Basic Skills	
Application of Basic Skills	A(1-3)-12

Clues that students are achieving the outcome...

"Students will select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationship, to develop a sequence." *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can demonstrate strategies for holding a balanced position
- Students can hold a variety of balances for 5 seconds
- Students can create a sequence of 3 balances



Whoop It Up

BALANCES (FEET AND KNEES)

Be sure to take into account the abilities of all students when planning learning opportunities and incorporate variations as needed to ensure learning and success for all. Instruct students to sit down in groups of about 2-3 per mat. Describe a gymnastics balance as a static skill, which when performed is strong and stable; i.e., does not move. A balance should always be held for at least 5 seconds. Explain that a strong and stable body balances better than an unstable body. Tips for holding a balance include keeping the core muscles tight, and looking at a stationary object on the wall or floor. Have students try a variety of one foot balances and hold each balance for at least 5 seconds. Use student volunteers to demonstrate each balance, then challenge students to try some individual and partner balance stunts. Instruct students to create a sequence of three balances alone or with a partner, holding each balance for 5 seconds. A few examples of balances and stunts are included below, more can be found in the Related Resources on the other side of the card: **Stork stand** » Stand on one foot and hold the foot of the bent leg to the knee of straight leg while extending the other arms out to the side. **Airplane stand** » Bend forward at the waist, extend arms out to the sides and extend one leg back. **Ankle hold** » Stand on one foot and hold the ankle of bent leg with two hands. **Ostrich Balance** » Stand on one foot in front of a bean bag placed on the ground. Attempt to pick up the bean bag without touching hands to the floor or losing balance, and return to the standing position. Place the bean bag further away and repeat. **One Leg Squat Balance** » Stand with arms extended out to the sides for balance. Raise one leg in front of the body keeping the knee straight. Squat down, keeping weight over the supporting leg and hold the balance. Return to the standing position. **Thread the needle** » Interlock fingers and attempt to step over and through hands while keeping them interlocked. **Wring the dishrag** » Stand facing a partner and join hands. Both partners raise arms on one side, lowering arms on the other side and turn back to back. Continue turning the same direction, then repeat turning in the opposite direction. **Bumper to bumper** » Stand back to back with a partner, lean against each other and slowly lower until both are in a seated position with knees bent at a 90 degree angle. Now try to stand back up.



Safety First!

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Activity

Wrap It Up

Stand in a circle in the centre of the activity area and lead students in a head to toe stretch. Ask students to identify other activities that require good balance and why having balance is important while stretching.