

TYPES OF GYMNASTICS

GRADES 7-9 1-5

Lesson 3 of 6

BALANCES

EQUIPMENT

mats » pinnies » balance challenge cards » balls of various sizes; e.g., soccer, stability

RELATED RESOURCES

- Gymnastics Canada, www.gymcan.org
- Developing Fundamental Movement Skills, SPARC, 2007, www.sparc.org.nz
- Balance Challenge Cards, www.everactive.org

WARM IT UP!

BALANCE TAG

Invite two students to be taggers and provide each with a pinnie. On the signal to begin, taggers try to tag all other students. Should a student be tagged, they freeze in a unique, balanced position until any other student joins them and holds a partner balance for 5 seconds. After the 5-second partner balance, students continue play. Stop the game every minute and instruct taggers to give their pinnie to a different student, who will take on the role when the game resumes.



Safety First!

2008 Safety Guidelines pages 51.



Cooperation

Cooperation

Communication	
Fair Play	
Leadership	
Teamwork	C(7-9)-6

Clues that students are achieving the outcome...

“Students will identify and demonstrate positive behaviours that show respect for self and others”
K-12 Physical Education Program of Studies, Alberta Learning, 2000.

- Students can practice and encourage others to practice and improve balancing skills
- Students can identify behaviours that motivate participation in physical activities



Ever Active Schools

WHOOP IT UP!
HOLD THAT POSE!

Explain that balance is the key to success for most sports and physical activities. Invite students to stand on one foot and try and maintain their balance with their eyes closed, then with their head tipped back. Provide one minute for students to discuss how our bodies help us maintain balance; e.g., eyesight, proprioceptor muscles, inner ear fluid. Review as a large group and identify strategies for maintaining balance; e.g., keep centre of gravity over the base of support, keep eyes focused on a fixed target, extend arms out to the sides.

Place a variety of balance challenge cards on the floor around the perimeter of the activity area, and the equipment needed to complete each challenge in stations in the centre. Cards can be downloaded at www.everactive.org. Draw attention to the challenges that may require spotting and demonstrate how to offer appropriate support; e.g., headstand, etc. Instruct students to choose a card and attempt to complete the balance challenge. Students should hold each balance for at least 5 seconds and attempt to complete 5 or more different challenges. Circulate to provide feedback and support as needed. Balance challenges might include;

- **V-sit:** Sit on a mat and fully extend arms and legs to create the shape of the letter 'v'.
- **Corkscrew stand:** Sit cross-legged with hands extended in front of the body and attempt to stand up without touching hands to the floor. Hint: push off of heels when trying to stand.
- **Needle Scale:** Extend one leg behind the body at 90 degrees and lower upper body towards the floor.
- **Nose touch:** Maintain balance on one knee while bending slowly at the waist, touching nose to the mat, and returning to the upright position.
- **Counter balances:** Work with a partner and balance in creative ways that require counter balance
- **On the ball:** Sit, kneel or stand on balls of various sizes; e.g., soccer, stability.

Instruct half of the class to observe while the other half demonstrates a balance of their choice. Reverse roles and repeat.



Safety First!

2008 Safety Guidelines pages 57-63.

WRAP IT UP!

PNF

PNF is the acronym for *proprioceptive neuromuscular facilitation*. This technique is used to maximize the stretching of various muscle groups of the body. Explain the hold-relax-hold method will be used for each stretch; e.g., hold a stretch for 20 seconds, relax for 2-3 seconds, and repeat the same stretch past the point of the initial stretch for another 10-15 seconds.



Cooperation