

## ACTIVITY CARD 14

## STATIC BALANCE - GRADE 2

## OBJECTIVE / LEARNING OUTCOME

By the end of the lesson, learners will be able to perform, practice and appreciate static gymnastic balances for strength, creativity, and self-esteem.

## Activities

Back to Back Balance - Wheel Barrow Balance – Cooperative Balances



- explore how many ways you can balance (with a partner)?
- balance with your partner on a line, bench, or mat with only:
  - two feet on the ground
  - two hands and one foot
- two knees and one head
- one foot and two knees
- one back and one foot
- one back and two hands?
- be the shape of the alphabet, your favourite number (with your partner)?

## Learning Points

- Support leg still with foot flat on the floor
- Maintaining balance without waving arms too much
- Head stable and eyes focused on a point
- Body tension
- Stillness as position is held for three seconds
- Use of arms to maintain balance

## Progress activities and challenge learner's thinking and understanding

How you do it: Force • Time • Flow	Where you do it: Level • Direction • Range	Who or what you do it with Objects • People • Combined
<b>Can you balance...?</b> on lots of different body parts - for 10/20/30 seconds - slowly and come out of it quickly, or the other way round – in different ways on your – back – side – front – bottom – shoulders – knees - with your eyes closed – with a combination of body parts - one hand, one foot - one elbow, two feet - one knee, one elbow, one foot, etc. - get into a balance smoothly/ jerkily - like a pixie/giant.	<b>Can you balance...?</b> moving backwards into a balance on 2/3/4 body parts - performing a balance at a high/low/ medium level - while standing and make different body shapes - wide/narrow - symmetrical/ asymmetrical.	<b>Can you balance...?</b> whilst you pick up a piece of equipment from the floor and balance it on your body while performing a balance - How many of the balances can you do - on a line, on a bench - while holding a piece of equipment - with a partner -in a small group - can you spin a hula-hoop on your arm while balancing - pass a ball around you while balancing - throw and catch a ball with a partner whilst balancing?



## Safety Tips

- Ensure the floor is dry and that there are no trip hazards
- Ensure there are 2 adults of different genders supervising the activities



## Assessment Criteria

- Ability to perform static gymnastic balances for strength, creativity, and self-esteem



## Space

- Sports hall or play area with a suitable surface
- Modify space for inclusivity



## Core Competencies

<b>Communication &amp; Collaboration</b>	• Ask learners to work with a partner or in small groups to select and practice balances.
<b>Self-efficacy</b>	• Ask learners how it feels to perform successful balances?
<b>Critical Thinking &amp; Problem Solving</b>	• Challenge learners to find different ways of balancing on their back, side, front, bottom, shoulders, knees, and legs.
<b>Creativity &amp; Imagination</b>	• Ask learners to be creative in selecting balances. Can you imagine you are a bird balancing on one leg or an acrobat balancing on a high wire?
<b>Citizenship</b>	• Encourage learners to reflect on how they can help in support other learners to keep their balance. How else can we support others?
<b>Digital Literacy</b>	• Ask learners to find & watch videos online of static gymnastics balances.
<b>Learning to Learn</b>	• Encourage learners to reflect and discuss on what they have learned during today's activities?



## TREE Framework

### Easier

Perform an easier balance. Use a larger body part to balance on. Lean on a wall or table to help balance. Learners can put their hand on the shoulder of another learner to help them balance.

### Harder

Stand on ball of the foot rather than whole foot. Perform the balance whilst holding a piece of sports equipment i.e., a ball or a hoop. Counterbalance using one hand rather than two. Use a smaller base.

### Inclusivity

Allow learners with less advanced co-ordination and motor skills or wheelchair users to take part by asking them to balance an object in different ways. Ensure learners with visual impairments understand the action and ask other learners to assist them. Encourage boys and girls to mix during activities.



## Game

### Partner Balance

Learners move around the play area with a partner, alternating between one behind each other and beside each other.

Facilitator shouts out combinations, such as three hands one foot, one bottom two feet.

Learners find a mat and perform a pair balance with those parts on the ground.

Hold balance for five seconds, must be in contact with partner.

After five seconds the learners move around the play area again.



## Sport4Development Approach

- Use the Sport4Development approach to teaching life skills

### Sample life skill learning outcome

Learners can explain why it is good to treat everyone equally and with respect on the sports field and in life.

Facilitator asks learners if they and their partners were able to perform different static balances together?

Facilitator discusses the importance of both partners cooperating with each other to perform the balances. Both partners must be equally involved to achieve a static balance. This involves treating each other with respect.

Ask learners to give examples of actions that demonstrate respect to older people like their parents or teachers. Ask them what actions demonstrate respect to their peers.



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