

# 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



## Introducing the skill of balancing

### Can you balance on one leg with...

- your arms out to the side
- your hands on your hips
- a beanbag on your head
- the non-balancing leg in front of the support leg
- the non-balancing leg behind the support leg
- both legs touching
- your eyes closed
- using all the correct technique outlined

### Effective questions

- What are our arms needed for?*
- Does this make it easier or harder?*
- Do you focus harder now?*
- Which is easier?*
- What are you thinking?*
- Let's put it all together!*

### 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"> <li>Eyes are more focused on a target with head up</li> <li>Arms are used to aid the balance</li> </ul>	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