

Introduction

Balance is essential for all physical development. We will be focusing on a one leg static balance as well as dynamic balances. When balancing on one leg, the centre of gravity needs to be over the base of support. Always ensure that children have enough personal space when performing a balance.



Each activity A, B and C below is accompanied by a video clip. Click on the  links below, scan the QR code using your mobile device, or visit www.scoilnet.ie/pdst/physlit to view these video clips and to access all of the Move Well, Move Often resources, including more activities, videos, posters and assessment templates.

Choose the home activity to best support the further learning of the pupils in your class. These activities may provide opportunities at home to practise the following teaching points:

Home Activity A

Keep head up, eyes looking forward and arms as still as possible

 [Click here for video](#)

Home Activity B

Keep legs as still as possible with flat foot on the ground

 [Click here for video](#)

Home Activity C

Bend the other leg, without it touching the leg on the ground

 [Click here for video](#)



Balancing

Click [here](#) to see a video of this fundamental movement skill

Click [here](#) to download a poster for this skill

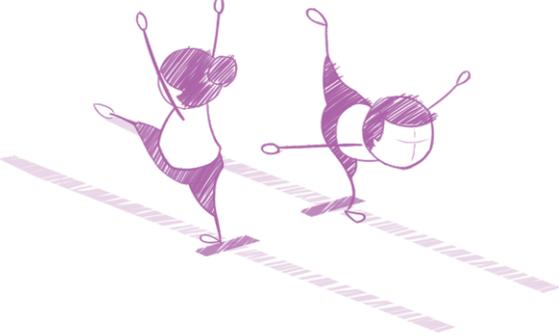


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Home Activity A

<p>Warm Up</p>	<p>Roly Poly: 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:</p> <ul style="list-style-type: none"> • 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 						
<p>FMS Focus</p>	<p>Today when balancing focus on...</p> <table border="1" data-bbox="252 792 1546 1014"> <tr> <td data-bbox="252 792 687 1014"> <p>Keep head up, eyes looking forward</p> </td> <td data-bbox="687 792 895 1014">  </td> <td data-bbox="895 792 1257 1014"> <p>Keep arms as still as possible</p> </td> <td data-bbox="1257 792 1546 1014">  </td> </tr> </table>			<p>Keep head up, eyes looking forward</p>		<p>Keep arms as still as possible</p>	
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<p>Running Practise</p>	<p>Walk the Line</p> <p>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:</p> <ul style="list-style-type: none"> • 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. <p>Variations</p> <ul style="list-style-type: none"> • Alternatively use a skipping rope, low kerb, chalk to make a line, look for lines on the kitchen tiles, wooden floors, carpet in your home. Also look for lines on the footpath, in the driveway or garden. Do not use lines in the road • Hop, skip, side step, walk, jump (two feet - two feet, two feet - one foot, one foot - two feet, one foot - one foot), jump & turns 90/180/360 degrees before, between and after walking on the lines • Lines can be straight, zig-zag, curved or spiral • Imagine you are in the circus - walk the line as if you are a tightrope walker, make and hold a shape before and after crossing the tightrope 						
<p>Home Challenge</p>	<p>Practise Individual, partner and group balances. Click here to see partner and group balance or research more balances online.</p>						
<p>PE Journal</p>	<p>List all the sporting and recreational activities where it is important to maintain balance.</p>						



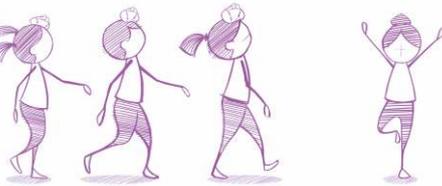
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Home Activity B

Warm Up	<p>Jump, Land & Stick:</p> <ul style="list-style-type: none"> • Jump from one foot to one foot, land and hold your balance • Jump from two feet to two feet, land and hold your balance • Jump from one foot to two feet, land and hold your balance <ul style="list-style-type: none"> • Jump from two feet to one foot, land and hold your balance • Can you balance with your eyes closed, extend the length of your jump, jump forwards, jump left and right while maintaining your balance 	
FMS Focus	<p>Today when balancing focus on...</p> <p>Keep legs as still as possible with flat foot on the ground</p> 	
Running Practise	<p>Beanbag Balance</p> <p>Description of Activity Set up a large playing area using cones. Invite three pupils to be taggers and three pupils to be rescuers. The remaining pupils balance a beanbag on their head in their own space in the area. On a signal pupils walk or run around the area trying not to get tagged. If pupils are tagged or if their beanbag touches the ground they freeze and perform a static balance holding their arms out to the side until they are released by the rescuers.</p>  <p>Variations</p> <ul style="list-style-type: none"> • Pupils can play this activity individually by walking from one side of the playing area to the other by walking with the beanbag on their head. If the beanbag drops, hold a balance for 5 seconds and return to the starting point • Instead of a beanbag use a folded towel, homemade bean bag or slipper • Vary the method of travel to running, skipping, hopping, side stepping • Move at a variety of different levels, different pathways (curved, zig-zag, straight, spiral) while balancing the beanbag on the head • Travel through a homemade obstacle course while balancing the object on your head 	
Home Challenge	<p>Layout a number of markers around the playing space, move from marker to marker by:</p> <ul style="list-style-type: none"> • Moving like a ship (travel using the bottom, hands and legs) then balance using 5 body parts • Moving like a shark (travel with your tummy, hands and legs on the ground) then balance using 4 body parts • Moving like a bear (travel using hands & feet on the ground with belly facing the floor) balance using 3 body parts <ul style="list-style-type: none"> • Moving like a crab, (travel using hands & feet on the ground with belly facing the sky) balance using 2 body parts • Moving like a caterpillar (Same as moving like a bear except hands and legs move in turn), balance on 1 body part <p>Practise it with a family member.</p>	
PE Journal	<ul style="list-style-type: none"> • Draw the balances you did today and circle the different body parts used. • Research 'yoga for kids' online and practise with a family member. 	



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Home Activity C

<p>Warm Up</p>	<p>Animal Shapes: Perform a variety of shapes, hold for a number of seconds. How long can you hold each shape?</p> <p>Giraffe: Feet together, shoulders close to ears. Straighten hands and arms, stretch to try to touch the ceiling</p> <p>Star: Feet hip distance apart, arms straight out</p> <p>Chair: Squat with hands out in front. Chest should be as “proud as a peacock”</p> <p>Frog: Deep squat with knees inside shoulders</p> <p>Bridge: From frog shape, extend hands forward and bum high to make a bridge shape</p>	<p>Lazy Seal: Feet and hips on the ground, head beside shoulders and push up to bring belly button off the ground</p> <p>Hedgehog: Push bum back onto the heels, forearms and forehead to the ground</p> <p>L shape: Sit on the floor to make the shape of the letter L with the feet extended away from the body and the back straight. Imagine string is pulling the crown of the head to the sky</p> <p>Butterfly: Sit on the floor, bend legs and spread apart to make a diamond shape with feet together. Grip ankles and push legs towards the ground with elbows</p>
<p>FMS Focus</p>	<p>Today when balancing focus on...</p> <p>Bend the other leg, without it touching the leg on the ground</p> 	
<p>Running Practise</p>	<p>Shifting Gears and Change Speeds</p> <p>Description of Activity Invite pupils to spread out in the playing area and find a space. When the music is played pupils move around the area using a locomotor skill of the teacher's choice. Encourage dodging and avoiding the other pupils. When the music stops pupils must perform a balance and freeze for ten seconds. Any pupil that moves must complete five jumping jacks before joining in again. Restart the music and repeat.</p> <p>Variations</p> <ul style="list-style-type: none"> • Vary the method of travel - skipping, hopping, jumping, walking, jogging, side stepping etc • Vary the tempo of the music and move to the beat • To increase the challenge when balancing put your hand/foot on a ball, book or raised surface 	
<p>Home Challenge</p>	<p>Choose a theme and design a movement and balance sequence and practise it at home with a family member eg. the circus: move like an elephant, hold a balance pretending to be a tightrope walker, walk on the tightrope, jump like a clown, hold a balance pretending to be an acrobat, hop and swing like a monkey and hold a balance pretending to be a juggler.</p>	
<p>PE Journal</p>	<p>Record the sequence designed, choose a different theme (eg. a sports event, an adventure in the jungle, a summer holiday) and create another sequence.</p>	



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