

# ***PE UKS2 Unit 27***

## ***Gymnastic activities 5***

### **Lesson 4**

### **Counterbalances**



# Lesson 4 Counterbalances

 40-45 mins

## Learning objectives

### Children should learn:

- to perform counterbalances and incorporate them into their sequences;
- to choose and apply basic compositional ideas to the sequences they create;
- to adapt their sequences to new situations;
- to understand the basic principles of warming up;
- to evaluate their own and others' work.

## Success criteria

### Children:

- know what counterbalancing is and find different ways of performing counterbalances clearly;
- perform longer combinations of actions and abilities with consistency, fluency and good body tension;
- transfer their sequences on to different apparatus;
- adapt sequences to include a partner or a small group;
- take more responsibility for their own warm-up;
- watch others' movements and identify which aspects were performed well.

## National Curriculum Attainment targets

### Pupils should be taught to:

- continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movements;
- develop flexibility, strength, technique, control and balance through gymnastics;
- perform using a range of movement patterns;
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Vocabulary

asymmetrical, balance, counterbalance, shape, stretch, symmetrical

## Resources

- Apparatus, for example, mats, benches, tables, box
- **Interactive CD Image Gallery: page 12, Partner balances**
- **Interactive CD Image Gallery: page 13, Stretches**

## Warm-up

 5 mins

- Explain to the children that they are going to jog around the room in different directions and listen out for your commands. Call out some of the following: partner balance, symmetrical body shape, balance on three body parts, asymmetrical shape, small shape, wide shape, skip, hop, crouched jumps, bunny hops. You could select children to take it in turns to lead this activity. Remind the children to be careful and always keep in a space.

- Finish the warm-up with some controlled stretches.

## Using apparatus

### 30-35 mins

- Explain to the children that this lesson will look at counterbalancing. Ask the children if they know what this means. If they are unsure, explain that a counterbalance is a balance that requires both partners to rely on each other, using their weight to maintain the balance (e.g. gripping wrist to wrist and leaning away from each other).



- Nominate children to get out the apparatus, using the correct procedures. Remind them that the equipment can be very dangerous if it is not handled properly. (See Carrying apparatus safely sheet.) Put out different set-ups of apparatus in different parts of the room.
- Select groups of children to work in different areas of the room – some will be working on apparatus and others will be working on the floor.
- Explain to the children that their task is to find as many different ways of counterbalancing as they can. They should experiment both within the groups that they are in and as individuals.
- Allow a few minutes for this task and then rotate the groups around the room so that they have the opportunity to work with the different sets of equipment.

- Ask the children to stop and sit where they are. Select individuals or groups to demonstrate one way of counterbalancing that they have found.
- Now ask the groups to develop a sequence that incorporates symmetry and asymmetry, travelling/rolling, shapes, balances and counterbalances and mirroring/matching. Explain to them that their sequence must have at least two of each of the above and that they must work in groups of two or more.
- Allow the groups several minutes to develop and practise their sequences. Then move the groups around the apparatus every three or four minutes, asking them to adapt their sequences to fit the area in which they are working.
- Ask the children to stop and sit where they are. Select different pairs or groups to demonstrate their sequences to the rest of the class. Explain that you would like the children watching to look for demonstrations of good body tension, neat and tidy shapes and good mirroring and counterbalancing from the performing pair.
- After each performance, let the class give feedback on what they thought were the good aspects of each performance.
- Ask the class questions such as:

### Key questions

*What have you learned in this lesson?*

*What is a counterbalance?*

*Which parts of the body need to be strong and supple for good quality performance?*

*Why is gymnastics good for your health?*



## Cool-down

 5 mins

- Ask the children to jog sensibly and slowly, in and out of the equipment. When you say 'freeze', the children should stop and wait for you to say whether you want them to show you a symmetrical body shape, an asymmetrical body shape, an individual balance, a partner balance or a paired counterbalance. They should perform it in a space, on the floor or using the apparatus.
- Do this several times and then ask them to stop and stand still. See **Interactive CD Image Gallery: page 13, Stretches** for some ideas of cool-down stretches. Ask the children to gently shake their arms and legs.
- Now ask them to put away the piece of equipment they are standing next to and wait to go back to the classroom.