### Year 5&6 - Gymnastics - Lesson 2 - Counter Balancing

**Learning objective:**
- Understand where and how to balance on your partner safely (All)
- Be able to identify what is the weight baring area (Most)
- Be able to work cooperatively with your partner and create a sequence demonstrating a change of levels and direction. (Some)

#### Lesson Structure

<table>
<thead>
<tr>
<th>Introduction/ warm-up (Connection and Activation)</th>
<th>With timings</th>
<th>Differentiation (Extension/Support)</th>
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| **Warm Up:** Gymnastics stuck in the mud – Perform various travelling actions, when tagged perform a front or rear table balance (support position). To save a child you must push down their arms or travel underneath them. (5 taggers & 5 savers) | 10 Minutes | Support:  
- Competition between taggers. Whoever tags the most hands out forfeit. Repeat for savers.
- Swap taggers/savers every 2-3 minutes  
Extend:  
- Change the way of travelling |

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<tr>
<th>Main (Development/ Application)</th>
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| **Introduction Task:**  
- Demo the table balance and discuss where to balance safely on your partner. You must always stand on weight baring areas, i.e. the shoulder and hips (see stars), never on back as there is nothing to support underneath. Explore different ways you can balance on your partner when they are in the table position. | 5 Minutes | Support:  
- Place visual aids around the area to help pupils understand correct technique, i.e. counter balance, partner balance and counter tension, |

- **Development Task:**  
  - Explore and discuss partner and counter-balances on work cards and visual aids | 10 Minutes | }
**Application Task:**
- Sequence must include three balances, a change of direction, a change of level, an element of leading and following and a flight jump from previous lesson.
- Perform sequence to another pair.
- Evaluate: one wish one star - One thing they can improve. One thing you really liked about the sequence.
- Provide feedback about their performance.

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<th>Extend:</th>
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<td>Task can be repeated incorporating a piece of low level equipment i.e. A bench, table, beam.</td>
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<th>10 Minutes</th>
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**Plenary**

- Refresh learning objectives
- **Cool Down:** *Individual stretching & rotations of key areas used during lesson. How can we balance safely? What is a table balance?*