



MODULE 1

BODY MANAGEMENT 1 – TRUNK AND LOWER LIMB



- Purpose:**
- to develop correct techniques for static and dynamic balance
 - to strengthen leg muscles
 - to develop climbing skills

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Teacher's Notes:

- To tackle more complex movements like hopping and balancing on one leg, it is essential that children have strength in their leg muscles and can achieve a stable standing base on the ground.
- Children also need to become aware of how to correct their bodies when becoming unbalanced; the rocking starfish introduces them slowly to the idea of weight transfer.
- Children should be introduced to balance by varying the size of their "support base". Start with a big base (hands and feet) and progress to feet only, apart and

then together and then one foot only. A stable base is important for balancing activities. Ensure toes are spread and "hold" the ground. Use arms out to the side to start with and then make it harder by keeping arms next to the body.

Balance can be further challenged by changing the surface on which the children stand. Begin with a firm surface, such as carpet or concrete, and progress to soft-fall, grass and soft sand.

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Gum Tree

Resources: Enough space for the children to spread arms/sway without knocking others. Start on firm, flat surface (playground). Progress to grass, then soft sand, then a grassy slope.

Starting Positions:

1. Children stand with 'normal foot' position, arms spread out like branches.
2. Stand with feet shoulder width apart.
3. Stand in a 'walk-stand' position, i.e. one foot in front of the other, about 1 foot apart. Remember to swap feet so both left and right have a turn being in front.
4. Stand in 'tandem' position, i.e. feet placed one in front of the other heel-to-toe. Remember to swap feet so both left and right have a turn being in front.

Movement:

Children stand still and quiet. Ask them to sway gently in the breeze. Ask them to sway more when the storm blows.

Ask them to close eyes for 'night time' (not all children will be comfortable closing their eyes) and to stand still. Add a gentle breeze and then a storm. Keep feet still, they are the 'roots'.

Extras:

There are many variations to this activity:

- * Foot position (normal, apart, walk-stand, tandem)
- * Amount of swaying (gentle, strong)
- * Vision (eyes open, eyes closed)

When the children understand these combinations, then add a cognitive component: wind direction.

! Critical point:

- Feet should stay on the ground.

Module 1: Easy

