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# Travelling and balancing

## Strands

Promoting the Health of Individuals and Communities

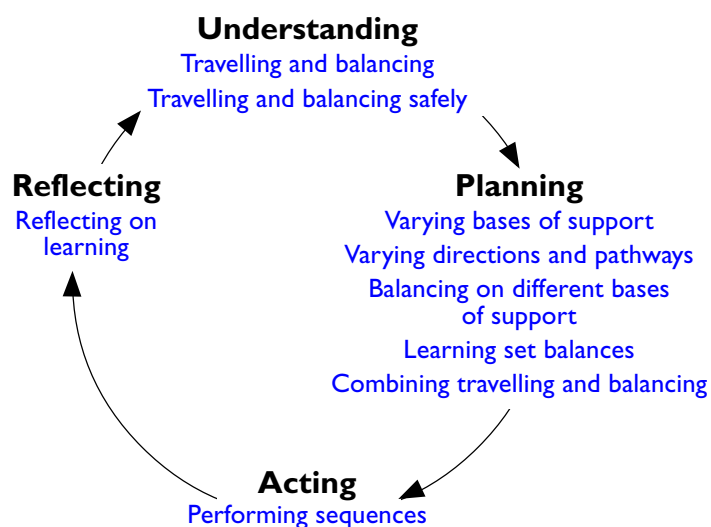
Developing Concepts and Skills for Physical Activity

## Purpose

Students explore different ways of travelling and balancing by varying their base of support and use of space. They undertake movement tasks that require them to demonstrate simple combinations of the skills of travelling and balancing. They propose and demonstrate ways to promote personal safety and the safety of others while balancing and travelling in a defined space.

## Overview of activities

Activities in this module are based on a learner-centred approach with an emphasis on decision making and problem solving. As the following diagram shows, activities are sequenced in **understanding**, **planning**, **acting** and **reflecting** phases.



## Core learning outcomes

This module focuses on the following core learning outcomes from the Years 1–10 Health and Physical Education Syllabus:

### Promoting the Health of Individuals and Communities

2.3 Students propose and demonstrate ways to promote personal safety and the safety of others.

### Developing Concepts and Skills for Physical Activity

2.1 Students demonstrate simple combinations of locomotor and non-locomotor skills.

## Core content

This module incorporates the following core content from the syllabus:

### Promoting the Health of Individuals and Communities

- safe, unsafe, risky and challenging behaviours in physical activities;

### Developing Concepts and Skills for Physical Activity

- fundamental movement skills, in particular locomotor and non-locomotor skills;
- components of movement, such as body awareness, space awareness, and relationships with people and objects.

## Assessment strategy

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcomes identified in this module.

### Promoting the Health of Individuals and Communities 2.3

- **Students identify rules and demonstrate behaviours that promote safety of themselves and others when balancing and travelling in a defined space.**
  - Can the student propose rules and behaviours that promote safety when travelling and balancing in a defined space?
  - Does the student follow the rules identified and demonstrate appropriate behaviours when participating in movement activities throughout the unit?

### Developing Concepts and Skills for Physical Activity 2.1

- **Students perform a simple movement sequence that combines ways of travelling and balancing.**
  - Can the student demonstrate the set balances that have been taught?
  - Can the student demonstrate different ways of travelling?
  - Can the student perform these skills in simple combinations?

## Background information

### Movement skills

This module focuses on the development of locomotor and non-locomotor skills. Locomotor skills are used to propel an individual through space — for example, when running, skipping and hopping. Non-locomotor skills involve minimal movement on a base of support — for example, twisting, turning and swaying. The activities provide opportunities for students to develop these movement skills through exploration and discovery. When using an exploratory approach, teachers should set students tasks that require a low level of skill and are within their ability levels. More difficult skills and those where safety considerations are critical are best broken down and taught by a more direct method (Schembri 1991, p. 6).

The module requires students to develop control of their movements while travelling and balancing. Control is achieved through good posture, which includes positioning the centre of gravity over the base of support and managing muscular contractions and muscular relaxation — for example, keeping muscles contracted when coming out of balances, ‘giving’ at the knees and hips when landing.

### Terminology

Activities in this module involve use of the following language in the context of Health and Physical Education:

backward	direction	partner	skip
balance	forward	pathways	straight
body parts	gallop	personal space	travel
circular	general space	run	walk
control	hazards	sideways	zigzag
curved	hop		

### School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module.

Safety policies are of particular relevance in ‘Travelling and balancing’. Some safety issues that teachers should consider are:

- including appropriate warm-up and cool-down activities;
- ensuring the area for the activity is suitable — for example, large enough for the number of students, flat, free of stones and loose objects;
- ensuring there is adequate and appropriately placed matting where necessary;
- ensuring activities are appropriate to the students’ skill levels, strength and flexibility;
- the potential dangers of balancing and/or travelling on two hands, two knees or the head;
- the potential dangers in any activity where there is inversion of the body without adequate control — for example, in handstands and cartwheels.

## Social justice principles

This module provides opportunities for students to increase their understanding and appreciation of supportive environments and diversity. It includes learning activities that encourage students to understand and demonstrate actions that show an awareness and consideration of others when moving in a defined space.

## Support materials and references

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- Buschner, C. 1994, *Teaching Children Movement Concepts and Skills: Becoming a Master Teacher*, Human Kinetics, Lower Mitcham, SA.
- Logsden, B. J. et al. 1994, *Physical Education Unit Plans for Grades 3–4: Learning Experiences in Games, Gymnastics and Dance*, Human Kinetics, Lower Mitcham, SA.
- Logsden, B. J. et al. 1994, *Physical Education Unit Plans for Grades 1–2: Learning Experiences in Games, Gymnastics and Dance*, Human Kinetics, Lower Mitcham, SA.
- Schembri, G. 1991, *Aussie Gymfun*, Australian Gymnastics Federation Inc., Melbourne.
- Schembri, G. 1983, *Introductory Gymnastics*, Australian Gymnastics Federation Inc., Melbourne.

## Activities

### Understanding

#### TRAVELLING AND BALANCING

#### Identifying ways of travelling and balancing

► Students suggest different ways in which people travel and balance in their daily lives and in specific physical activities. They discuss the meaning of the terms ‘travelling’ and ‘balancing’ in a movement context and identify definitions for each term.

#### Focus questions could include:

- When do you use travelling actions to move from one spot to another?  
How?
- What does your body do when you balance in a particular position?
- What games and sports require participants to balance or travel?  
How? When?
- When do you need to balance while you are at school/home/playing?
- When might you need to travel and balance at the same time? Why?  
How?

#### Teaching consideration

Explain to students that in the following activities they will be exploring different ways of travelling and balancing and linking these skills in different combinations.

#### TRAVELLING AND BALANCING SAFELY

#### Developing an understanding of travelling and balancing safely in a defined area

► Students discuss possible hazards when travelling and balancing with others in a defined general space. In groups, they discuss behaviours and rules that will enable all participants to travel and balance safely in a defined area. With teacher guidance and input, students then negotiate and propose appropriate rules and behaviours for balancing and travelling activities.

#### Focus questions could include:

- Which sports require people to move in a small space? What are the dangers?
- What do you need to be careful of when you are sharing space with other people?
- Why should you be careful when you are balancing?
- What class rules could we establish to keep ourselves and others safe?
- How can you show consideration of others around you when using a defined space?
- If you chose to travel by springing or jumping, what actions could you do to help yourself land safely?

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### Teaching considerations

Constantly reinforce rules and behaviours related to safety throughout all activities. Ask students to identify rules and behaviours relevant to particular activities as new activities are introduced.

Safety considerations when sharing a defined space could include:

- Watch where you are going.
- Move at a safe pace.
- Be aware of where others are moving and how close they are to you.
- Listen for the teacher's signals and obey them.
- Move sensibly and with control.

Safety considerations when balancing could include:

- Make sure you have enough personal space.
- Move into and out of balances with control.
- Do not balance on your head or neck.
- Do not perform a balance using only two knees.
- Do not lift hips above shoulders if balancing on two hands.

Consider safe landings as students may choose to use springing, jumping and hopping activities when exploring ways of travelling.

Safety considerations when landing could include:

- Land on the balls of your feet first.
  - Place feet parallel and slightly apart.
  - Land with arms out in front of you looking at your fingers as if you were sitting on a bicycle.
  - Bend ankle, knee and hip joints.
  - Hold your head erect.
  - Hold your landing position before travelling again.
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► Students move into a defined general space to find their own 'personal' spaces. They walk and explore the general space then try to find all the empty spaces in the area. On a signal from the teacher (for example, a clap of the hands, a beat of a tambour) students stand still in new personal spaces. Students explore their personal spaces by reaching up high, down low and all around them while making sure they do not touch anyone.

### Focus questions could include:

- Are you aware of where other people around you are moving?
  - Are you moving at a sensible speed?
  - Can you stop quickly or change direction to avoid a collision?
  - Can you change the size of your personal space? When would you do this? How?
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### Teaching considerations

Using markers, define a rectangular or square area free of obstructions.

Point out to students the boundaries of the 'general' space that they will be sharing with other students and allow them to familiarise themselves with the area.

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► Students repeat the previous activity and, on the identified signal, jump into the air and land in their personal spaces demonstrating safe landing technique. Students hold their landing positions as a balance.

**Focus questions could include:**

- What should you think about when landing after a jump?
- Can you land softly after jumping?
- Can you show me how to land on the balls of your feet?
- Did you bend your ankles, knees and hip joints?
- Can you show me how you can hold your landing position before travelling again?
- Is it easier to regain balance on your landing if you are moving when you jump? Why?
- In what way is your landing different when you are travelling before you jump?

**Planning**

<b>VARYING BASES OF SUPPORT</b>	<b>Varying the base of support to explore different ways of travelling safely</b>
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► Students explore different ways of travelling using their feet as a base of support. Students walk around the defined area at a steady pace. On a designated signal, such as a beat of a tambour, a clap of the hands or a change in music, students change the way they are travelling while continuing to use their feet as their base of support — for example, running, hopping, galloping, skipping. After some time for exploration, students demonstrate to a partner their favourite way of travelling on their feet and then move as a pair in follow-the-leader style. Each pair then combines three ways of travelling on their feet to create a ‘foot dance’.

**Focus questions could include:**

- Can you show me different ways you can travel on your feet?
- Can you try to walk/run with big/small steps?
- Can you show me how you can move with the same foot always leading?
- How can you move on one leg?
- How can you move with two feet together?
- Can you demonstrate at least three different ways of walking?
- Can you spring from one foot to the other?
- Is it easy to move on your feet? Why?
- Can your partner travel easily in the ways you suggest or do you need to change how you travel so that you can both move easily?



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### Teaching considerations

Reinforce safety considerations when sharing a defined space and when landing.

Encourage students to try new ways of travelling and to name these.

Ask individual students to demonstrate one way of travelling on their feet and then have the whole class try this way of travelling.

Encourage students to try locomotor activities of walking, skipping, running, galloping, leaping, stepping and jumping.

Students could write their 'foot dance' sequence or use action cards to identify the order of their sequence — for example, 'run, skip, hop'.

Encourage students to modify their partner 'foot dance' so that both members can participate confidently.

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- ▶ Students consider safety issues relevant to travelling on bases of support other than their feet — for example, hands and feet, bottom, stomach, one foot. They propose ways to promote the safety of themselves or others when participating in activities that involve travelling on different bases of support — for example, only travel in ways that allow you to move with control.
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### Teaching considerations

Ensure the area is free of objects that could cause injury.

Reinforce safety considerations identified previously in the understanding phase of the module, and encourage students to identify additional considerations relevant to the new activities that will be introduced.

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- ▶ Students explore moving in the same manner as animals suggested by the teacher — for example, kangaroo, monkey, crab (see Resource Sheet 1). Students demonstrate their favourite animal walk to a partner and after trying each other's suggestions negotiate which animal walk they will do as a pair. Continue this process so that the number of students combining for the animal walk increases. Students could use the names of the animals and words that describe how they move — for example, a horse gallops, a snake slithers.

#### Focus questions could include:

- Can you show me how different animals move?
  - What is the difference between how animals move and how we move?
  - What parts of your body are in contact with the floor?
  - Which animal walks are difficult? Why?
  - Can you change how the animal walks so that your partner/group can all be part of the same herd and move in the same way?
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### Teaching considerations

Encourage students to:

- move with control;
- identify the parts of the body that are in contact with the ground;
- modify the way they are travelling when working with a partner or group, so that all students can perform the suggested animal walk and be 'part of the herd'.

Stress to students that safety considerations apply to all animal walks.

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- ▶ Students are shown or are given cards identifying different body parts — for example, pictures or words indicating feet, hands and feet, bottom, stomach, one foot. Students demonstrate how they can travel on the identified body part(s). Repeat the activity with students moving in pairs.
- ▶ In groups of five or six, students stand in single-file formation. The leader of each group is given an action card indicating a way of travelling. The leader moves in the manner identified on the card and the group follows in single-file formation. Students take turns at being the leader with each leader being given a new card. Students could also explore moving in the nominated manner and varying the formation in which they are grouped — for example, partners, V-formation, circle, hands on shoulders of another person, holding hands.

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### Teaching considerations

Prepare action cards identifying basic locomotor skills — for example, walk, run, skip, crawl.

Ask students to travel using a variety of basic locomotor skills and observe skill levels.

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- ▶ Students consider the ways that they have travelled and with a partner create an ‘alien walk’. They imagine that they are from an alien land and create an imaginative way of walking in which they maintain contact with a partner — for example, holding hands, hands on shoulders.

### VARYING DIRECTIONS AND PATHWAYS

#### Varying directions and pathways to explore ways of travelling safely

- ▶ Students discuss the terms ‘direction’ and ‘pathway’ and identify their meaning in a movement context. Students consider any safety issues particularly relevant to travelling in different directions and pathways. They propose ways to promote the safety of themselves or others when participating in activities that involve travelling in different directions and pathways — for example, look over your shoulder when moving backwards.

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### Teaching consideration

Reinforce safety considerations identified previously in the understanding phase of the module and encourage students to identify additional considerations relevant to the new activities as they are introduced.

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- ▶ Students move in a defined general space changing direction on an identified signal from the teacher — for example, teacher says ‘Change’ or beats a tambour. If a collision is about to occur, those concerned stop and alter direction. Students identify the different directions in which they moved. Students then walk in a defined area travelling in the direction nominated by the teacher — for example, forward, backwards, sideways. Students work with a partner and nominate the direction in which they want their partner to travel — for example, three steps forward, four steps backward.

**Focus questions could include:**

- What should we do to travel backwards safely?
- What are the names of the directions in which we can travel?
- When do we need to change the directions in which we travel?
- When might you need to change direction quickly in your daily life?
- What games and physical activities require participants to change direction quickly?

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**Teaching considerations**

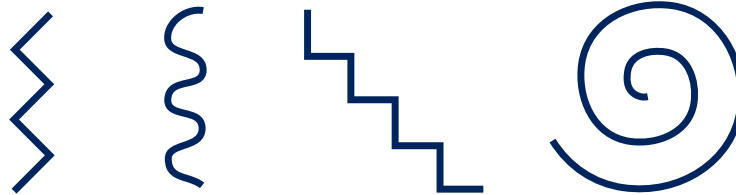
Encourage students to look over their shoulders when moving backwards.

The speed and way of travelling could be varied.

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▶ Students march in a defined space to an eight-beat count by the teacher. After each eight counts the students change direction. With a partner, students create a marching sequence in which they change direction twice — for example, forward for eight counts, backwards for eight counts, sideways for eight counts.

▶ Students discuss when and how they travel in different pathways in their daily lives. Students walk along different pathways marked with chalk or tape on the ground in a defined area — for example, zigzag, straight, curved, circular, random. They then play follow-the-leader and explore travelling along the pathways in different ways — for example, running, skipping, hopping. Students also travel along pathways without following identified markings.



**Different pathways**

**Focus questions could include:**

- What is the pathway you are following called?
- When would you move along a pathway like this while you were at school?
- What pathways do you follow in different games and physical activities — for example, soccer, bowls, athletics, running, cycling, rollerblading?
- How do you maintain your balance when following different pathways?

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**Teaching considerations**

Students should be able to name the pathways along which they travel.

Encourage students to consider why they need to change direction when they are travelling in their daily lives.

Encourage students to move with control as they follow the pathways.

Students could make a map of the school and identify the pathways that they use and distinguish between them.

Students could draw a map of an interesting pathway in an identified area and then ask a partner to follow this map.

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- ▶ Students start from a given position and move in a pathway that outlines their names.

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**Teaching considerations**

If this activity is too difficult for students, they could outline the shape of a letter. Make an outline of the letter with chalk or rope for students to follow.

Students could work with a partner to guess the letter or word outlined.

Encourage students to move in different directions and pathways and to use different bases of support.

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- ▶ Students work with a hoop and follow teacher directions to explore ways of moving over, under, away from, in, out of and around the hoop. Students propose ways of promoting safety when working with equipment such as hoops — for example, move with control around the hoop to avoid slipping on it. Students then work in pairs to create new ways of moving in relation to the hoop and moving with the hoop.

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**Teaching consideration**

Students should name the direction in which they are moving relative to the hoop.

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- ▶ Students use hand apparatus such as ribbons, scarves and balls to explore pathways and directions nominated by the teacher — for example, zigzag, curves, lines, writing names and messages. Pathways could be outlined in the air or on the ground.

**BALANCING ON DIFFERENT BASES OF SUPPORT**

**Exploring balancing safely on different bases of support**

- ▶ Students review the safety considerations identified in the understanding phase of the module relevant to balancing. They discuss safety considerations relevant to balancing on different body parts. They propose rules and behaviours that promote the safety of themselves and others when participating in activities that involve exploring balancing on different body parts — for example, do not balance on your head, on two hands or on two knees; attempt only those balances you are able to do with control.

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**Teaching considerations**

Reinforce safety considerations identified previously in the understanding phase of the module and encourage students to identify additional considerations relevant to new activities as they are introduced.

Establish rules that prevent students from attempting unsafe balances or balances that may be beyond their ability levels — for example, headstand, handstand.

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► Students move in a defined general space travelling in a manner nominated by the teacher — for example, walking, running, galloping, skipping. On an identified signal, students ‘freeze’ in their own personal spaces. The teacher calls out the name of a body part or body parts and students balance on these parts.

#### Focus questions could include:

- What are the safety considerations when you are balancing and moving in and out of balances?
- Can you show me how you can balance on one foot?
- Can you show me how you can balance on one foot and two hands?
- How can you balance using your bottom as the base?
- Can you feel your weight on the body parts that are touching the floor?
- Can you control your balance for five seconds?
- Are you moving out of your balance in a controlled way?

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#### Teaching considerations

Reinforce rules and behaviours related to safety while balancing.

Avoid nominating body parts such as head, two hands or two knees that provide opportunities for students to attempt unsafe balances or balances that may be beyond their ability levels — for example, headstand, handstand.

Encourage students to be in control of their balances and to come out of balances with control rather than collapsing.

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► Students are given a card that identifies body parts by word or picture. They demonstrate a balance on the identified body part or body parts (see Resource Sheet 2, ‘Puzzle balance’).

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#### Teaching considerations

Reinforce rules and behaviours related to safety while balancing.

Avoid nominating or identifying body parts or combinations of parts such as head or two hands that provide opportunities for students to attempt unsafe balances or balances that may be beyond their ability levels — for example, headstand, handstand.

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► Students are shown flash cards identifying letters or numbers — for example, A C I L N V. They demonstrate a balance that matches the shape of the letter or number. In groups of two or three, students represent with their bodies the letter or number that is identified by the teacher. In groups of five or six, students use their bodies to spell out a word, such as a student’s name.

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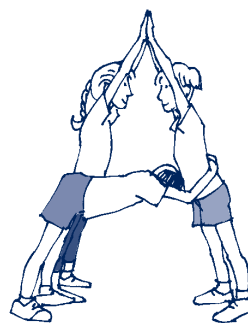
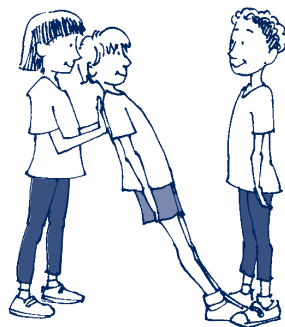
#### Teaching considerations

Encourage students to identify the number of body parts and the names of the body parts that form the base of support.

Encourage students to be in control of their balances and to come out of balances with control rather than collapsing.

Students could name and describe the balances.

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► Students balance on any four different body parts except the head. They then slowly lift one body part from contact with the ground to change to a balance on three body parts, then two body parts and finally one. They hold the balances in the sequence for five seconds. Students then demonstrate the sequence to another student and the partner names the body parts that are being lifted. They consider which balances are easier to hold and suggest why.

**Focus questions could include:**

- Can you hold each balance for five seconds before smoothly moving into the next balance?
- Which balances are easier to hold? Why?
- Can you give each balance a name?

**Teaching considerations**

Highlight the understanding that when the base becomes smaller by having fewer body parts on the ground, the balance is harder to hold.

Ensure students hold balances and disengage from them in a controlled manner.

**LEARNING SET  
BALANCES**

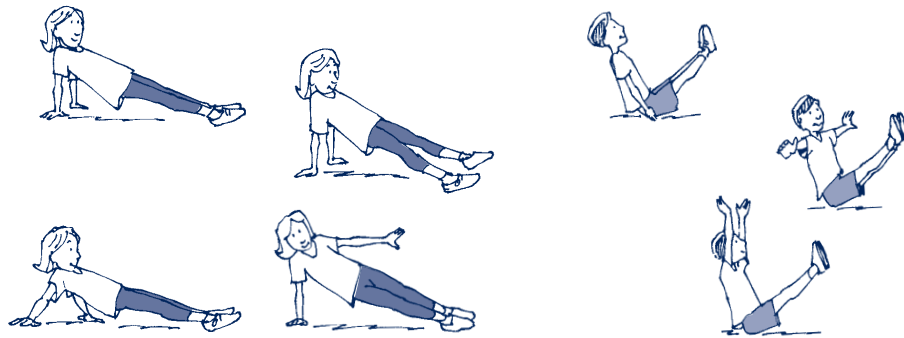


► Students learn and practise a variety of set balances that have been chosen by the teacher to suit the skill, strength and flexibility levels of the students — for example, front and rear lying positions, front support, rear support, V-sit, tuck sit, arabesque, knee scale (see Resource Sheet 3, ‘Set balances’). Students name and describe the balances.

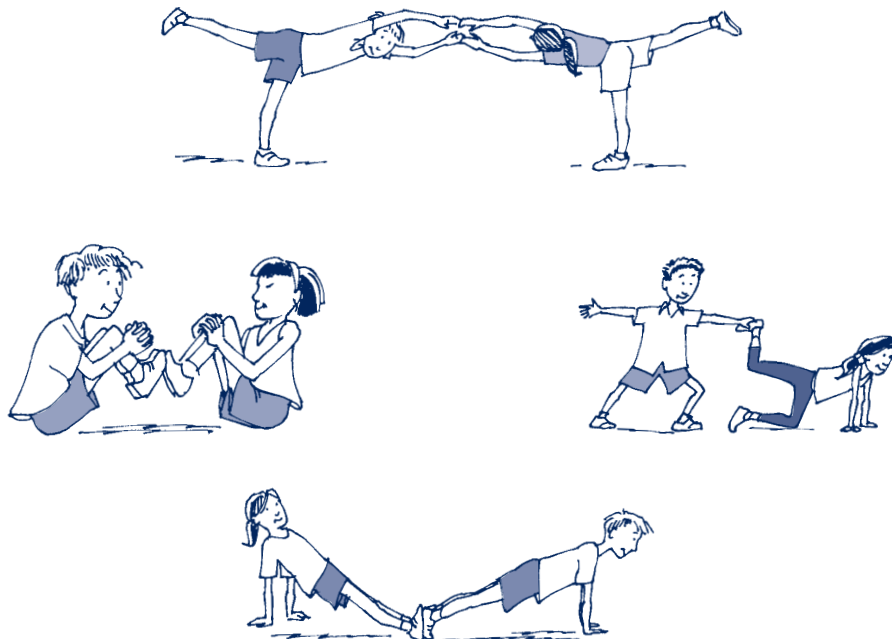
**Teaching consideration**

Individual students could learn different balances that best suit their skills, strength and flexibility levels.

- ▶ Students explore varying the set balances they have learned by changing the position of different body parts — for example, arms or legs.



- ▶ Students create a short sequence in which they change smoothly from one set balance to another. With a partner, students mirror each other's sequences.
- ▶ Students work with a partner and respond to movement tasks set by the teacher that require them to demonstrate a partner balance (a balance where there is body contact between partners) that uses the previously learned set balances. Before commencing the activity, students propose ways of promoting safety when balancing with a partner.



**Focus questions could include:**

- Can you demonstrate a partner balance where you and your partner are performing a similar set balance?
- Can you demonstrate a partner balance where you and your partner are performing different set balances?
- Can you and your partner move together from one set balance to another in a smooth and controlled way?
- Do you need to modify the set balances you have chosen so that you and your partner can hold the balance in a controlled way?

**Teaching considerations**

Encourage students to work with a partner of approximately the same size.  
 Discourage balances in which students become ‘bases’ bearing excessive or inappropriately placed weight from other students.  
 Encourage considerate behaviour and cooperation when working with a partner.  
 Encourage control when holding and disengaging from balances.  
 Students should master safe landing skills before partner balances where one partner is off the ground.  
 If balances involve height, ensure there is sufficient matting or another appropriate surface beneath students.

► In groups of four to six, students respond to movement tasks set by the teacher that provide opportunities for them to explore using the set balances in different formations. Before commencing the activity, students propose ways to promote safety when balancing in a group — for example, wait until everyone is ready; do not encourage other students to attempt skills beyond their ability levels.

**Focus questions could include:**

- Can you demonstrate a group balance (a balance where each group member has body contact with at least one other member) where all group members are performing similar set balances?
- Can you demonstrate a group balance where all group members are performing different set balances?
- As a group, can you move smoothly from one set balance to another?

**Teaching considerations**

Encourage control when holding and disengaging from balances.  
 Encourage students to modify the balances so that all group members are able to hold the balance in a controlled manner.  
 Encourage considerate behaviour and cooperation when working in a group.

**COMBINING TRAVELLING AND BALANCING**

**Planning and practising simple combinations of travelling and balancing skills**

► Students review the safety considerations identified in the understanding phase of the module relevant to balancing and travelling. They discuss safety considerations when combining these skills and propose rules and behaviours that promote the safety of themselves and others when participating in activities that combine these skills — for example, always travel slowly so that you can move with control into a balance.

► Students respond to a movement task set by the teacher that requires them to combine the travelling and balancing skills they have learnt. Students plan and practise their sequences. Ideas for movement tasks include:

- Create a travelling and balancing sequence that shows two ways of balancing and two ways of travelling.
- Create and hold a balance, travel along a distinct pathway to a new personal space and hold a new balance with a base that is different from the first balance.

- Create a sequence in which you demonstrate three of the set balances that you have learnt and practised with three different ways of travelling.
- Create and hold your favourite set balance in your own personal space and then travel in a circular pathway around and back to your personal space. Hold a new balance.

**Teaching considerations**

Movement tasks should provide students with opportunities to travel and balance in ways that they have explored in previous activities.

Introduce tasks in small parts so that students have a clear idea of what is required.

Complexity of movement tasks should be varied to suit the needs of students and the time allocation for the activity.

As an alternative to setting particular movement tasks, provide cards that identify balances or ways of travelling. Ask students to choose cards and to combine the specified actions into a sequence.

**Acting**

**PERFORMING SEQUENCES**

**Performing the created sequence**

- ▶ Students perform the sequence they have created and practised in the previous activity. They describe the ways that they balanced and travelled — for example, they name the balances, ways of travelling, pathways and bases of support that they used. They identify and demonstrate the safety considerations relevant to the skills they are performing.
- ▶ The teacher selects a simple sequence created by the students. Students then work in groups to create a group version of the sequence.

**Reflecting**

**REFLECTING ON LEARNING**

**Reflecting on what has been learnt about travelling and balancing safely**

- ▶ Students discuss the different ways they have learnt to travel and balance.

**Focus questions could include:**

- What are the different ways you can travel? When might you travel like this?
- In what directions can we travel? Along what pathways can we move?
- Which body parts can you use to balance on?

- ▶ Students discuss how they have learnt to travel and balance safely.

**Focus questions could include:**

- How do you move safely in an area you are sharing with others?
- How do you land safely?
- What do you need to remember to balance safely?
- What actions do you take if you think you might fall or be in a collision?
- What should you do to promote safety when sharing general space?

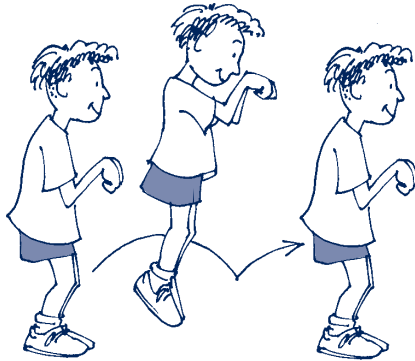


# Animal walks

# R1

Resource Sheet 1

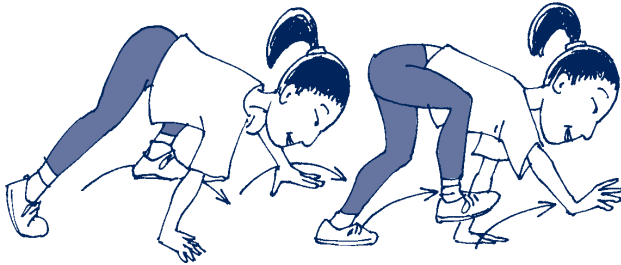
TRAVELLING AND BALANCING • LOWER PRIMARY



Kangaroo



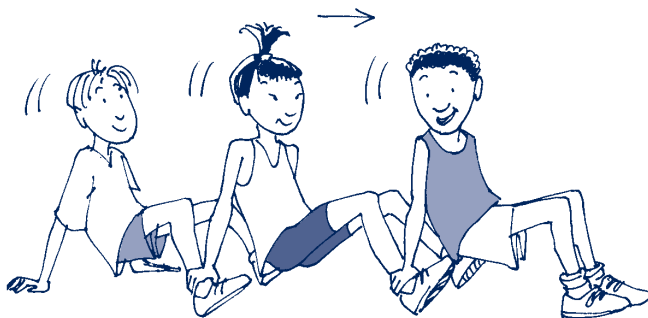
Crab



Bear



Monkey



Chain crab








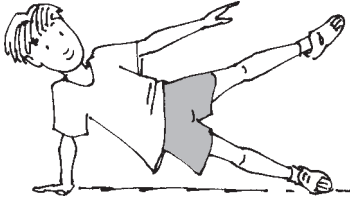


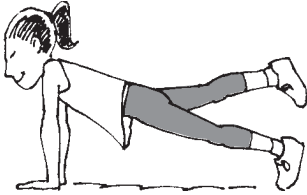


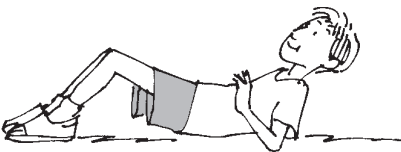


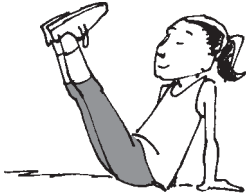









Python

Source: Schembri, G. 1991, *Aussie Gymfun*, Australian Gymnastics Federation Inc., Melbourne, p. 102.

# Puzzle balance



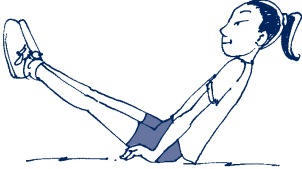
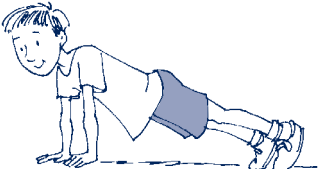




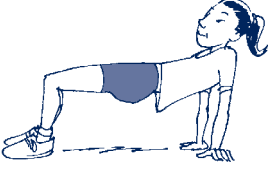
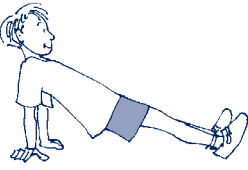

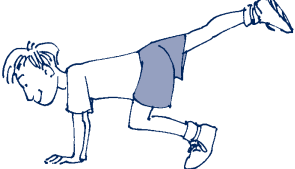




Key			
 foot	 bottom	 shoulders	 knee
 hand	 back	 elbow	<p><b>Make your own cards.</b></p>
			
			
			
			
			
			<p><b>Avoid:</b> </p> 

Source: Schembri, G. 1991, *Aussie Gymfun*, Australian Gymnastics Federation Inc., Melbourne, p. 164.

# Set balances



 <p>Rear and front lying positions</p> 	 <p>V-sit</p>
 <p>Front support</p>	 <p>Inverted shoulder support</p>
 <p>Sit with arms raised</p>	 <p>Knee scale</p>
 <p>Side lunge</p>	 <p>Bent body rear support</p>
 <p>Rear support</p>	 <p>Tuck sit</p>
 <p>Scorpion stand</p>	 <p>Supported straddle stand</p>
	 <p>Arabesque</p>

Source: Schembri, G. 1991, *Aussie Gymfun*, Australian Gymnastics Federation Inc., Melbourne, p. 103.

## Acknowledgments

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Australian Gymnastics Federation, for the provision of content from their *Aussie Gymfun* resource.

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

*Years 1 to 10 Health and Physical Education Syllabus*

*Years 1 to 10 Health and Physical Education Sourcebook: Guidelines*

*Health and Physical Education Initial In-service Materials*

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