

Lateral Bound

Fitness Skills: Balance/Dynamic Stability

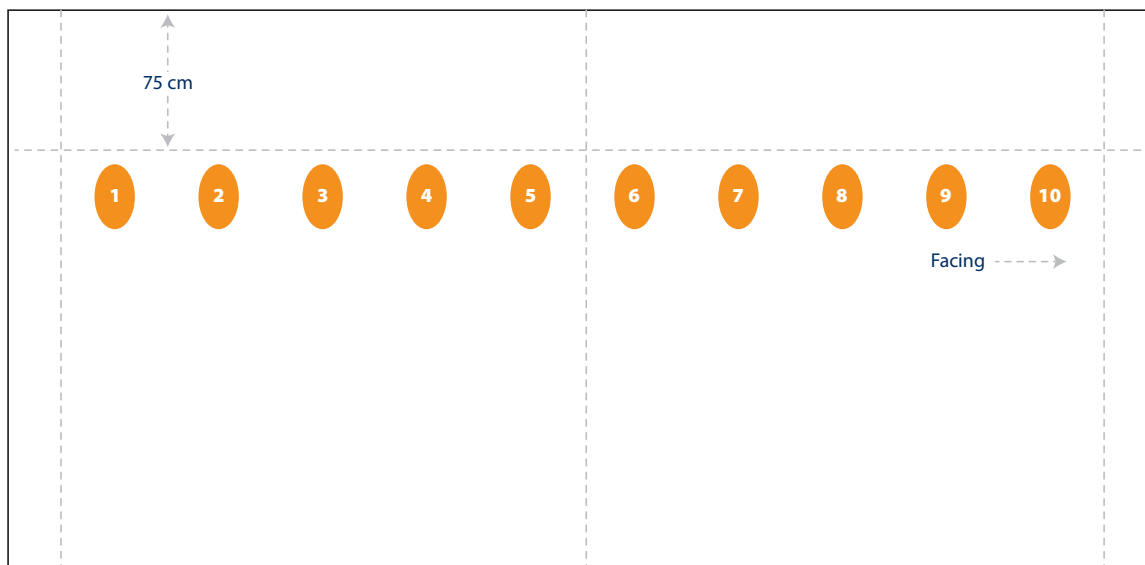
Objective: To assess the students' ability to consistently maintain a state of equilibrium in a static position after motion.

EQUIPMENT: You will need the following equipment for each group of ten students.

<input type="checkbox"/> flat, non-slip surface	<input type="checkbox"/> 1 clipboard
<input type="checkbox"/> 1 assessment recording form	<input type="checkbox"/> 1 pencil
<input type="checkbox"/> 1 stopwatch	

Set-Up: Use the lines at the end of the badminton court (75 cm apart). If these are not available, use gym-friendly tape to create two parallel lines on the floor to measure 75 cm apart. Make the lines long enough to hold the number of students you want to assess at one time.

Instruct students to line up along the end of the badminton court in a single file formation so that they all start in a ready position facing one sideline. Place the students in alphabetical order (as listed on your recording form). This order makes it easier to scan the group and record the students' results. With this set-up, all students will start and finish at the same time regardless of their fitness level. Initially, assess only four students at a time. As you gain experience, add more students in the line (up to 10 fit on a badminton court). The observer should stand back and on an angle in order to see all students landing at once.

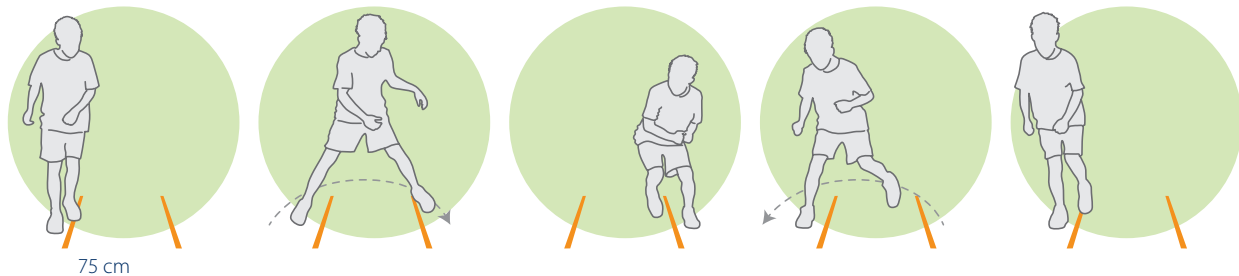


Note: The purpose of the lateral bound is to cause the student to displace his or her body one direction, then return to the original position. The student must regain balance after it is disturbed. In order to obtain a proper disturbance, the student should crouch and “leap” laterally to the opposite foot, then immediately return to the same foot to balance in single support. As long as the lateral bound is adequate, then the challenge to attain single leg balance will be adequate. It is important that the student does **not** perform a straddling motion of the two lines. If you have a taller student (who is more likely to straddle), remind him or her to bound - **not** to straddle the lines. If the student straddles, the assessment is invalid. Have the student repeat the assessment.

Instructions:

On your prompt, have the students balance on one leg, bound laterally across the required distance (sideways) landing on their opposite leg and, without pausing, bound back to their original leg and hold the position for at least five seconds to allow you to completely scan the group. **Allow one practice trial on each leg before assessing to allow students to determine their preferred leg.**

1. Start in a ready position.	4. Hold your balance for at least five seconds.
2. Balance on your right leg.	5. Perform three trials total on the student’s preferred leg.
3. Bound across the required distance onto your left leg and, without pausing, bound back across to your right leg.	



Assessment:

Observers should scan their group to **look for indications that students are unable to “stick” their landings** - such as wobbling/wavering of the body, the other foot touching the ground or the landing foot moving to gain a balanced position. Use the teacher rubric to determine the level the student achieves in each trial.

Complete the assessment **three** times. On the assessment recording form, record the results of each trial. Then, **record the level the student achieves most consistently** in the rating column.

For example:

- If the student scores 1–Emerging, 2–Emerging, and 3–Acquired, choose Emerging.
- If the student scores 1–Emerging, 2–Acquired, and 3–Accomplished, choose Acquired (because it is the highest level the student achieved or exceeded twice).

Students attempt to achieve a balanced landing without the following major adjustments occurring:

- upper body wobbles, wavers or twists
- landing foot adjusts by swivelling or hopping
- continuous movement to gain balance
- other foot touches the ground

TEACHER RUBRIC

Grades 3–6	EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
Lateral Bound	Falls down anytime. Adjusts body position more than once (full hop, major lower & upper body movement, both feet touch ground, other foot touches ground) or continuous movement to achieve a balanced landing.	Adjusts body position once ; landing foot may swivel once; minor lower (non-support leg) and upper body (arms) sway to stabilize.	Achieves a soft, balanced landing with minor adjustments of upper body to stabilize. Minor ankle wobbling permitted.	Achieves a soft, balanced landing with correct triple flexion technique (landing leg is flexed at ankle, knees, hips; elbows close to body; head is up). No foot swivel or foot shuffle permitted.